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A PLANNING GRANT FOR THE ESTABLISHMENT OF A CENTER FOR THE DEVELOPMENT OF HOME ECONOMICS INSTRUCTIONAL MATERIALS.

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TEXAS TECHNOLOGICAL COLL., LUBBOCK

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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, CURRICULUM DEVELOPMENT, PROGRAM DESCRIPTIONS, INSTRUCTIONAL MATERIALS CENTERS, *INSTRUCTIONAL MATERIALS, PROGRAM DEVELOPMENT, MATERIAL DEVELOPMENT, JOB ANALYSIS, *CHILD CARE WORKERS, EDUCATIONAL NEEDS, JOB SKILLS, *SEAMSTRESSES, *FOOD SERVICE WORKERS,

THE MAJOR PURPOSE OF THE PROJECT WAS TO ESTABLISH A CENTER FOR DEVELOPING INSTRUCTIONAL MATERIALS NEEDED BY TRAINEES FOR EMPLOYMENT IN HOME ECONOMICS RELATED OCCUPATIONS. THE PROJECT STAFF (1) DEVELOPED A PLAN FOR COLLECTING EXISTING MATERIALS, (2) PREPARED A BIBLIOGRAPHY FOR THREE OCCUPATIONAL AREAS, (3) DEVELOPED A FILING SYSTEM, (4) VISITED THREE CURRICULUM CENTERS, (5) DEVELOPED A CHART OF TEXAS OCCUPATIONAL PROGRAMS IN HOME ECONOMICS, (6) SECURED INFORMATION ON THE EXTENT OF CURRENT PROGRAMS, (7) STUDIED SPACE, FACILITIES, PERSONNEL AND BUDGET REQUIREMENTS FOR A PROPOSED CENTER, AND (8) ESTABLISHED PROCEDURAL STEPS AND COMPLETED THE FIRST FOUR FOR DEVELOPING MATERIALS FOR THE CHILD CARE AIDE, CLOTHING SPECIALIST, AND FOOD SERVICE EMPLOYEE. THE STEPS WERE (1) DEFINE JOB BY TITLE, (2) DEVELOP JOB ANALYSIS, (3) PREPARE COURSE OUTLINE BASED ON TASKS LISTED IN JOB ANALYSIS, (4) IDENTIFY COMPETENCIES NEEDED BY STUDENTS TO PERFORM JOB TASKS, (5) CONSTRUCT INSTRUCTIONAL SHEETS TO GUIDE STUDENTS IN PERFORMANCE JOB, AND (6) EVALUATE AND REVISE INSTRUCTIONAL MATERIALS. THE CENTER ENVISIONS A LONG-TERM PROJECT TO (1) PLAN, PRODUCE, EVALUATE, AND REVISE INSTRUCTIONAL MATERIALS FOR HOME ECONOMICS OCCUPATIONAL COOPERATIVE PART-TIME TRAINING PROGRAMS, HIGH SCHOOL PREEMPLOYMENT PROGRAMS, AND POST-HIGH SCHOOL TECHNICAL OCCUPATIONS PROGRAMS, AND (2) ASSIST TEACHERS IN USING THE MATERIALS. THE EXTENSIVE APPENDIX INCLUDES (1) CHARTS OF THE FILING SYSTEM AND THE TEXAS PROGRAMS, AND (2) THE JOB ANALYSES, COURSE OUTLINES, UNITS, AND BIBLIOGRAPHIES DEVELOPED BY THE STAFF FOR CHILD CARE AIDE, CLOTHING ALTERER, DRESSMAKER, BUS BOY, WAITER, KITCHEN HELPER, AND COOK. (FP)

ED019470

Title: Report of Planning Grant for the
Establishment of a Center for
the Development of Home Economics
Instructional Materials

Cooperating Agency: Texas Technological College
Lubbock, Texas

Investigator: Dr. L. Ann Buntin
Head, Department of
Home Economics Education

Beginning Date: February 1, 1967

Completion Date: August 31, 1967

VT003999

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OFFICE OF EDUCATION

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REPORT

A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials .

Texas Technological College

Lubbock, Texas 79409

Initiated by: Dr. Willa Vaughn Tinsley, Dean, School of Home Economics

Project Director: F. Louise Keller

ABSTRACT

Title: A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials

Cooperating Agency: Texas Technological College, Lubbock, Texas

Investigator: Dr. L. Ann Buntin, Head, Home Economics Education

Beginning Date: February 1, 1967

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The major purpose of the Planning Grant Project was to plan a procedure by which instructional materials would be prepared for students enrolled in home economics cooperative part-time training programs.

The procedure established by the Planning Grant Project staff included the following steps: (1) definition of the job by title, (2) development of a job analysis by means of interviews with employees and employers of selected businesses, (3) preparation of a course outline based on the tasks listed in the job analysis, (4) identification of competencies in terms of the abilities and understandings students need to develop to perform the job tasks successfully, (5) construction of instructional sheets which guide the individual student in attaining the competencies needed for successful employment in the occupation as defined by job title, and (6) evaluation of the effectiveness of the instructional materials and revision of them as indicated by on-going evaluations.

The Planning Grant Project staff completed the first four of the above procedural steps for three home economics-related occupations, namely: Child Care Aide, Clothing Specialist, and Food Service Employee.

These four procedural steps will serve as a basis for developing instructional materials consisting of assignments, information sheets, evaluation techniques, and references for the three programs:

Child Care Aide ✓
Clothing Specialist ✓
Food Service Employee ✓

All six steps included in the procedural plan will be completed in the development of instructional materials for additional home economics cooperative part-time training programs.

The Planning Grant Project staff studied requirements for space, facilities, personnel, and budget as a background for proposing the establishment of a Center for the Development of Home Economics Instructional Materials.

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- C Job Analysis . . . . C - 1
- D Job Analysis, Course Outline, Units, Job Analyses at Three Competency Levels, and Bibliography for each of the following occupations:
  - Child Care Aide . . . . D - 1
  - Clothing Specialist . . . . D - 39
  - Food Service Employee . . . . D - 75

REPORT OF PLANNING GRANT FOR THE ESTABLISHMENT OF A CENTER FOR THE DEVELOPMENT OF HOME ECONOMICS INSTRUCTIONAL MATERIALS

Purpose of the Project: The major purpose of the Project was to establish a Center for Development of Home Economics Instructional Materials to be used by home economics teachers in the development of competencies needed by trainees for employment in home economics-related occupations.

The Director of the Planning Grant Project concentrated on the development of a procedural plan for the production of instructional materials, and on the preparation of a proposal for the establishment of a Center for the development of home economics instructional materials.

Description of Activities of the Planning Grant staff. The steps of procedure as listed in the Project Proposal gave direction to the work of the Planning Grant staff. In general, the procedure followed is described below:

1. Clarified purposes of the Planning Grant Project and established procedure of work. The Director held several conferences with personnel of the Cooperating Agency - Dr. Willa Vaughn Tinsley, Dean of the School of Home Economics and Dr. L. Ann Buntin, Head, Department of Home Economics Education; and with personnel of the Texas Education Agency - Mrs. Elizabeth Smith, Director, Home Economics Education, Mr. John R. Guemple, Assistant Commissioner for Vocational Education, and Dr. Russell Davis, Director, Research Coordinating Unit.
2. Secured additional staff. Two part-time graduate research assistants were employed to help develop the Planning Grant Project.

Specifically, they helped develop tentative job analyses, interviewed prospective employers and employees, and developed tentative lists of competencies desired of workers by employers.

3. Developed a plan for collecting existing appropriate materials. It was decided to select only materials published since 1960.

   a. Established criteria for the selection of books and pamphlets including:
      (1) date of publication
      (2) occupational emphasis rather than the homemaking approach
      (3) information applicable to occupational opportunities in Texas

      All available bibliographies and course outlines were reviewed and appropriate books and pamphlets ordered.

   b. Sent a form letter to each State Supervisor of Home Economics Education requesting Policy Bulletins and Course Outlines related to occupational programs. Twenty-three states sent materials including State Policy Bulletins or Guidelines, Course Outlines or Curriculum Guides, Report Forms, and Program Interpretation leaflets. Several State Supervisors replied that their supply of materials had been exhausted or that they were in process of developing materials. All of the materials received had been prepared for only teachers, school administrators, and school boards; none of it had been planned for distribution to students. The limited supply of materials suitable for student use has been a handicap to teachers in development of occupational programs in home economics.

   c. Sent form letter to a selected list of University Home Economics Teacher Educators requesting reports of occupational program workshops. Six workshop reports were received; they included course outlines designed to guide teacher in program planning; and were not designed for student use.

4. Prepared a bibliography for three occupational programs: Child Care Aide, Food Service Employee, and Clothing Specialist. (Included in Appendix D)

5. Decided upon a filing system. A copy of the filing system is attached. (Appendix A)

6. Visited three curriculum centers. To study other methods of procedure in producing instructional materials, the Director of the Planning Grant visited three centers:

   a. The Research Center, Columbus, Ohio
   b. The Trade and Industrial Curriculum Laboratory, Ohio State University, Columbus, Ohio
   c. The Agricultural Curriculum Laboratory, Texas A and M University, College Station, Texas

The instructional materials prepared by these three Centers are in the fields of Agricultural and Trade and Industrial Education. The Planning Grant Project Director did not locate a Center or state that is preparing home economics instructional materials for use by students.

The helpful information gained by visiting these three Centers is summarized as follows:

> Schedules. It takes time to produce creative materials, therefore, adequate time schedule should be planned for and instructional materials project.
>
> Advisory Committees. More help is received from advisory groups when materials are furnished to them for reactions and additions. The exception may be an advisory group of professional personnel.
>
> Instructional materials. The materials prepared at the two Agricultural Centers are designed for student use on the individualized instructional plan. The Center located at Texas A and M is preparing materials for students enrolled in cooperative part-time training programs, therefore, no laboratory experiences are included in the materials as students develop skills in on-the-job training. While the Research Center at Columbus, Ohio, is including instructional sheets to guide students in the development

of skills and abilities in a school laboratory and in some work experience.

Develop format. At an early stage in the development of any of the instructional materials, it is advisable to develop a format.

Distribution. Throughout the development of materials consider the mailing lists for free distribution and sale of materials.

Involve administrators and teachers. In preparation of materials both administrators and teachers contribute practical ideas and are more interested in using materials when they have experienced some part in the production of them.

Staffing. Schedule production carefully to make best use of professional and secretarial staff. More secretarial staff is needed in proportion to professional staff than for regular University assignments.

In-Service. Include in-service help to teachers as a part of the project program. To make best use of materials, in-service education is essential.

Include a plan for research when initiating the project.

Space. Do not underestimate amount of space needed to prepare instructional materials. The plan developed for reproducing materials, however, is a big factor in determining adequate space.

Library. Establish a criteria for selection of materials for a library. Such items as following need to be considered:

Establishment of a prior date line
Selection of only specialized occupational references with few, if any, general books
Consideration of high quality commercial training materials and materials produced by National Associations, such as National Dairy Council
Order only one copy for use at Center
Start early to develop a system for filing

7. Developed a chart of the Texas Occupational Programs in Home Economics. This chart describes the types of programs, length of programs, qualifications of enrollees, approved occupations, and priorities for types of programs for which instructional materials will be developed. (Appendix B)

8. Secured extent of current programs. Information concerning the number of students enrolled in eight home economics cooperative part-time training programs in operation in Texas in 1966-67 was furnished by Mrs. Elizabeth Smith, State Director, Vocational Home Economics, Texas Education Agency.

Types of Occupations	Number in Training 1966-67
Dietitian Aide	25
Clothing Specialist	15
Child Care Aide	30
Household Employee	28
Food Service Employee	34
Home Furnishings Aide	4
Companion to Elderly	5
Food Tester	1

From these data, the following occupations were given priority in the preparation of instructional materials at the proposed Center.

Child Care Aide
Clothing Specialist
Food Service Employee

Occupation of the Clothing Specialist was selected in preference to the Dietitian Aide or Household Employee to illustrate the procedure used in preparation of instructional materials in a variety of occupations, thus avoiding preparation of instructional materials in two food service courses.

9. Developed procedures. Plans for the preparation of instructional materials included the following steps:
   a. Prepared a brief description of a job analysis including what it is, who makes job analyses, and how it is used in planning a course or program. (Appendix C)

b. Developed a tentative job analysis for employees in three occupations: Child Care Aide, Food Service Employees, and Clothing Specialists, by compiling a list of tasks usually performed by workers; by interviewing employees and prospective employers to secure their reactions and suggestions; by revising tentative list of tasks on basis of information received during interviews. *

c. Developed a course outline. The outline is in chart form, showing relation of tasks as determined by job analysis, name of units, and objectives of units for three home economics cooperative part-time training programs. *

d. Listed competencies for each unit, in terms of abilities and understandings needed to be developed by trainees. *

10. Developed job analyses. Analyses were developed for employees at three levels of competencies for the three occupational areas with which the Center is concerned, namely: Foods, Clothing, and Child Care. (Included in Appendix D)

11. Prepared a report. A written report of the Planning Grant Project has been prepared and is ready for duplication and distribution.

* Materials including job analysis, course outline and lists of competencies, prepared by the Planning Grant staff for three home economics-related occupations are included in Appendix D.

12. Proposed establishment of a Center. The development of a plan for a proposed Instructional Materials Center at Texas Technological College, Lubbock, has been prepared and submitted to the Texas Education Agency.

13. Projected recommended steps. It is the concensus of the Planning Grant staff and the personnel of the Cooperating Agency that the envisioned long-term project for the development of instructional materials is needed to:

    Prepare and produce instructional materials for home economics cooperative part-time training programs, for which the Planning Grant staff has developed a procedural plan of working.

    Evaluate and revise these materials.

    Assist teachers in use of materials through visits and workshops.

    Prepare and produce instructional materials for high school home economics pre-employment laboratory training programs.

    Continue to build an up-to-date home economics occupational library.

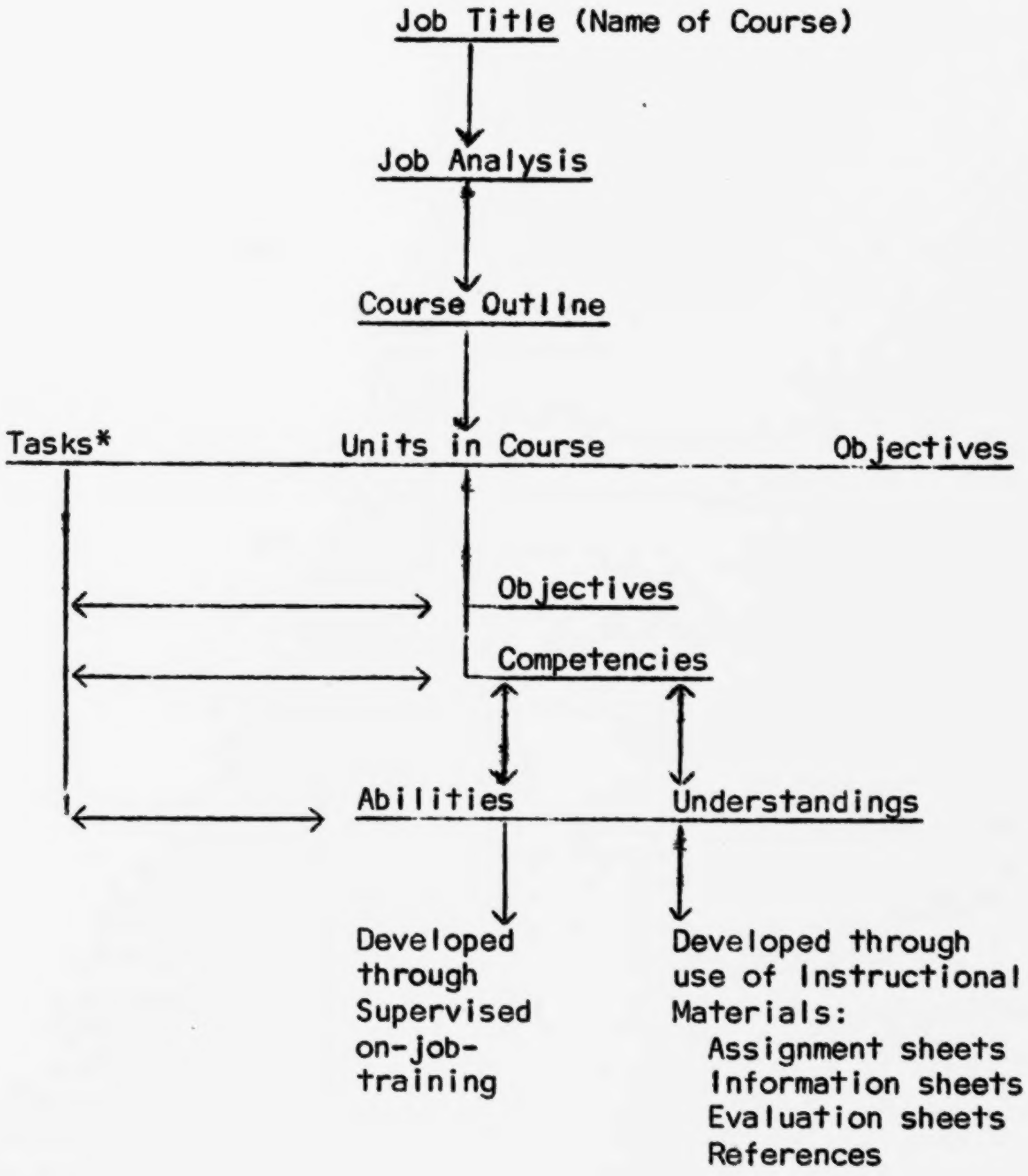
    Provide continuous in-service education for teachers of home economics cooperative part-time and pre-employment laboratory training programs.

Prepare and produce instructional materials for Occupational Training programs utilizing home economics knowledge and skills.

Prepare and produce instructional materials for post-high school curriculum in home economics-related technical occupations.

Use to be made of findings and materials developed by Planning Grant Staff. A procedural plan for the production of instructional materials was developed and illustrated by the Planning Grant staff for training programs for Child Care Aides, Clothing Specialists, and Food Service Employees. This plan is depicted in Chart A which shows the relation of the job analysis, course outline, objectives, course units, and competencies. The tasks, objectives, and competencies provide the essential framework upon which the instructional materials will be built by personnel of the proposed project Center with the help of committees composed of experienced superior teachers, and subject matter, occupational and curriculum specialists. Instructional materials to be developed by the staff and committees may include assignment sheets, information sheets, evaluation devices, and references.

CHART A - PROCEDURAL STEPS FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR COOPERATIVE PART-TIME TRAINING PROGRAMS



* Tasks identified in job analysis.

Chart A shows that instructional materials are planned to help the trainee develop competencies needed to perform the tasks identified in the job analysis.

The library assembled by the Planning Grant staff will provide references needed by the staff of the Center in the development of Instructional Materials.

APPENDICES

APPENDIX A

Library Filing System

Books

To be filed alphabetically by authors according to the following occupational areas.

Child Care Aide	O.E.	6.8
Clothing Services	O.E.	7.8
Home Furnishing Aide	O.E.	11.5
Dietitian Aide	O.E.	9.13
Food Service Employee	O.E.	9.13
Household Employee	O.E.	10.5
Hotel and Motel Aide	O.E.	14.0
Health and Safety	O.E.	12.5
Development of Occupational Programs	O.E.	15.6

Pamphlets

To be filed in boxes according to the above system.

APPENDIX B

TEXAS - OCCUPATIONAL PROGRAMS IN HOME ECONOMICS

	OCCUPATIONAL TRAINING PROGRAMS	COOPERATIVE PART-TIME TRAINING PROGRAMS	PRE-EMPLOYMENT LABORATORY TRAINING	POST-HIGH SCHOOL CURRICULUM including Pre-Employment, Cooperative Part-Time Programs
PROGRAM DESCRIPTION	Academic and occupational training courses offered in an ungraded program.	One regularly scheduled class of individual and group instruction. Three hours per day, on-the-job training in the occupation of interest to student.	Technical instruction and practical experience in classroom and laboratories. Class scheduled for two consecutive hours daily.	Curriculum includes a planned series of courses which focus on preparation for employment at an advanced or technical level.
LENGTH OF PROGRAM	One or more years	One or two years	One on two years	One or two years
ENROLLEE QUALIFICATIONS	Students must be fourteen years of age or older with academic, socio-economic, or other handicaps preventing their succeeding in regular vocational education programs.	High school students sixteen years of age or older who are of junior or senior classification.	High school students sixteen years of age or older who are of junior or senior classification.	Students who have completed high school and are interested in preparation for employment at technical level.

	OCCUPATIONAL TRAINING PROGRAMS	COOPERATIVE PART-TIME TRAINING PROGRAMS	PRE-EMPLOYMENT LABORATORY TRAINING	POST-HIGH SCHOOL CURRICULUM including Pre-Employment, Cooperative Part-Time Programs
APPROVED OCCUPATIONS	Child-Care Helpers Household Employees Hotel and Motel Aides Food Service Helpers Clothing Construction Helpers	Child-Care Aides Clothing Specialists Home Furnishing Aides Hotel and Motel Aides Dietitian Aides Food Service Employees Household Employees	Child-Care Aides Clothing Specialists Home Furnishings Aides Dietitian Aides Food Service Employees Household Employees	Food Service Assistants Food Service Supervisors School Lunch Managers Food Demonstrators Child-Care Supervisors Home Furnishings, Foods Clothing Technicians
PRIORITIES FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS	Third	First	Second	Fourth

APPENDIX C

JOB ANALYSIS

Occupational programs in home economics prepare youth and adults for gainful employment in occupations utilizing home economics knowledge and skills. Such programs are established on the basis of occupational needs or realistic job opportunities.

In order to plan adequate programs which prepare youth and adults for employment, it is necessary to determine the actual requirements of the jobs for which training programs are to be offered. Requirements are in terms of understandings, knowledge, skills and abilities necessary for performing the jobs. Such information may be obtained from a job analysis.

A job analysis identifies the tasks to be performed and the degree of skill and knowledge needed by a worker on a particular job. The principle steps in making a job analysis consist of:

(1) Identifying or listing the work or tasks an employee does on his job - a listing of WHAT the worker does.

(2) Identifying or listing the competencies needed by an employee to perform these tasks in terms of

- Skills and abilities the worker needs to develop to be able to perform the tasks - HOW he works.
- Understandings and knowledge necessary for the worker to intelligently perform any task. In an educational program it

is not enough for a worker to know HOW to work, he must also understand the WHY of his performance.

This step gives a detailed analysis or interpretation of the basic minimum skills, abilities, understandings and knowledge required of an efficient worker.

A job analysis serves as a basis for planning a course because it gives information and direction a teacher needs to develop a course based on the specific requirements of the occupations for which trainees are preparing to enter. Step (1), a listing of the tasks performed by the worker, helps a teacher identify the units to include in the course and appropriate objectives for each unit. Step (2), a listing of the competencies in terms of skills and abilities and in terms of understandings and knowledge serves as a guide to the teacher in the selection of appropriate learning experiences.

Making a job analysis is a cooperative venture. It is made by the teacher, prospective employers, workers, and, for some occupations, a specialist. An analysis may be made by means of observations, interviews, and the help of an advisory committee.

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Whitmarsh, Ruth E. An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers Related to Child Care. Urbana, Illinois: University of Illinois. August 31, 1966. (Mimeographed)

CHILD CARE AIDE

OVERVIEW

DESCRIPTIVE JOB ANALYSIS

CHILD CARE AIDE

Job Analysis

Course Outline Based on Findings of Job Analysis

Units of Course 9

Objectives

Tasks to be performed

Competencies to be developed

JOB ANALYSES AT THREE COMPETENCY LEVELS IN THE FIELD OF CHILD CARE SERVICES

BIBLIOGRAPHY

OVERVIEW

A student who enjoys working with children, shows interest in and understanding of human relationships and possesses wholesome attitudes toward working with others may be interested in preparing for employment as a child care aide. To be successful, the student needs to develop some skills in recognizing the worth of individuals, in helping to enrich the lives of children, and in assisting the child care center staff in a program geared to the various age levels of the children attending the center.

The length of the course for the child care aide is determined by the background, vocational objective, aptitude, and interest of the student. It is recommended that the child care training program be a two year program with the first year including depth study in child development and related courses. This plan would help to minimize the gap between employee qualifications and employer expectations that are needed in the daily interaction with children in a center.

In the cooperative part-time training program, competencies needed for successful performance on the job are developed in actual work experience as the student assumes responsibilities as child care aide under supervision of a qualified center director. To be employable, students must develop skills and understandings needed to perform the tasks involved in the job. The following tentative job analysis, developed through interviews with directors of child care centers, identifies tasks usually performed by a child care aide.

CHILD CARE AIDE

The child care aide performs tasks under the supervision of a professionally trained director or center manager: helps children accept the child center and participate in its activities; helps children remove outer garments and put them in designated places; assists in supervising children in eating, resting, and toileting; assumes some responsibility for play and learning experiences of children; helps children develop habits of behavior, cleanliness, health, safety, and housekeeping for their age group.

At the job entry level, an aide works under supervision performing the less complicated tasks involved in the child care center routines. Once the child care aide has had some experience in establishing rapport with children and staff, developed some proficiency in handling children during routine periods and assumed some responsibility in maintaining center schedule, she can usually participate in more of the directed activities involving the children. Through experience and additional training, persons may advance to jobs involving managerial, supervisory and/or teaching responsibilities.

CHILD CARE AIDE JOB ANALYSIS
(used in interviews with Directors of Child Care Centers)

Name of Center ______________________ Date ______________________

Interviewee ______________________ Interviewer ______________________

DIRECTIONS: Please check in the appropriate column the responsibilities you expect an Aide to assume when working in your Child Care Center.

A Child Care Aide helps assume various responsibilities in caring for children in such situations as day care centers, head start classes, childrens' homes, and in private homes. Working under the direction of a qualified Director, she performs the following functions:

		DAILY		OCCASION-ALLY		COMMENTS
		Yes	No	Yes	No	
1. Helps children accept the center and participate in its activities.	1.					
2. Helps children learn the established routines of the center.	2.					
3. Helps to develop in the children a sense of "belonging" in the center.	3.					
4. Helps children become more independent in the removal of own garments, such as, coats and sweaters.	4.					
5. Assists children in developing good housekeeping habits, such as, hanging their coats in designated places, putting toys away.	5.					
6. Guides children in helping to maintain the cleanliness and attractiveness of the center.	6.					

		DAILY		OCCASIONALLY		COMMENTS
		Yes	No	Yes	No	
7. Assumes some responsibility for helping children with their eating habits, table manners, and with conversation during snacks and mealtime.	7.					
a. Helps children to develop good food habits and table manners.	7a.					
b. Helps children to develop positive, accepting attitudes toward food and eating.	7b.					
8. Prepares and serves mid-morning and mid-afternoon snacks.	8.					
9. Sets the table for noon meal.	9.					
10. Assists in arranging mats on floor for children's rest period.	10.					
11. Supervises rest period of children.	11.					
12. Stacks or stores mats after children's rest period.	12.					
13. Assumes some responsibility, under supervision, for play and learning experiences of children.	13.					
14. May relieve teacher for short periods, when needed, by reading stories to children, conducting finger plays and leading songs.	14.					
15. Helps children with nature and science experiences.	15.					
16. Helps prepare and assemble play materials needed by teacher and/or director.	16.					

		DAILY		OCCASIONALLY		COMMENTS
		Yes	No	Yes	No	
17. Arranges physical environment, under supervision of director, appropriate for play and learning experiences of children.	17.					
18. Places clean towels and wash cloths on rack for children each day.	18.					
19. Assists children with routines, such as, toileting, washing, hanging towels after use.	19.					
20. Helps to maintain health and safety of the children at the center, such as, watching over children during rest and play periods.	20.					
21. Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level.	21.					
22. Practices safety procedures by being alert to situations involving hazards to the safety of children, such as, sorting toys that may be unsafe.	22.					
23. Observes accepted procedures for reporting accidents and/or presence of communicable diseases.	23.					
24. Assists in administering first aid at the center for children's minor accidents, cuts, and bruises.	24.					
25. Works cooperatively with center staff.	25.					
26. Accepts instruction and guidance from director.	26.					
27. Participates in staff planning and evaluating sessions concerning center policies and program.	27.					

		DAILY		OCCASION-ALLY		COMMENTS
		Yes	No	Yes	No	
28. Helps tc evaluate own progress in meeting responsibilities to the center.	28.					
29. Observes policies of center concerning work schedules, absences, health regulations.	29.					
30. Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed.	30.					
31. Assumes some responsibility for maintaining cleanliness and attractiveness of the center during the day.	31.					

PROPOSED COURSE OUTLINE FOR CHILD CARE AIDE BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
	UNIT I - Orientation to World of Work as Child Care Aide	Become aware of tasks and competencies involved in working as a child care aide
Works cooperatively with staff, accepting instruction and guidance from director Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed Observes policies of center concerning work schedules, absenses, and health regulations Participates in staff planning and evaluating sessions concerned with center policies and program and own responsibilities	UNIT II - Child Care Aide - A Member of Team	Recognize and accept responsibilities of child care aide Appreciate role of aide in promoting development of children Assess own personal qualities, job requirements, and successful performance

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Helps each child accept the center and participate in its activities Assists the children in developing a sense of "belonging" in the center Helps children become more independent in removing own garments, such as, coats and sweaters Helps each child learn the established routines of the center	UNIT III - The Child in a Child Care Center	Develop empathy with children Relate well with children by using principles of guidance based on understanding of behavior
Assists children in developing good housekeeping habits, such as, putting their coats in designated places, and putting toys away Guides children in helping to keep the center clean and attractive during the day	UNIT IV - Children and Their Housekeeping Habits	Develop effective techniques of helping children gain self-reliance through establishment of routine housekeeping practices
Helps the children to develop good food habits and table manners Helps the children to develop positive, accepting attitudes toward food and eating	UNIT V - Children's Food and Eating Habits	Develop ability to guide children in the establishment of wholesome food habits Become aware of environmental influences on eating habits of children

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Prepares and serves mid-morning and mid-afternoon snacks Sets the table for noon meal		Develop ability to use various ways of influencing the eating environment of children
Assumes some responsibility, under supervision, for play and learning experiences of children May relieve teachers, for short periods, when needed, by reading stories to children, conducting finger plays and leading songs Helps children with their nature and science experiences Helps prepare and assemble play materials needed by teacher and/or director Arranges physical environment, under supervision of director, appropriate for play and learning experiences	UNIT VI - Children's Play - A Learning Experience	Be able to supervise play and learning experiences of children so they contribute to mental, social, emotional and physical development of children

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Assists in arranging mats on floor for children's rest period Supervises rest period of children Stacks or stores mats after children's rest period	UNIT VII - Children and Their Rest Period	Apply effective techniques in supervising rest period Appreciate importance of rest period in physical development of children
Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level Places clean towels and wash cloths on rack for children each day Assists children with routines, such as, toileting, washing, hanging towels after use	UNIT VIII - Health and Hygiene of Children	Develop habits of personal hygiene which promote physical well-being Practice center-approved health measures
Helps to maintain safety by watching over children during rest and play periods Practices safety procedures by being alert to situations involving hazards to the safety of children, such as, sorting toys that may be unsafe	UNIT IX - Safety of Children	Become conscious of importance of safety in child care center and alert to safety needs Practice safety measures in center activities

TASKS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Observes accepted procedures for reporting accidents and presence of communicable diseases Assists in administering first aid at the center for children's minor accidents, cuts and bruises		

COURSE UNIT I

Orientation to the World of Work as Child Care Aide

OBJECTIVE: **Become** aware of tasks and competencies involved in working as a child care aide

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
	Understand and accept self, as a basis for understanding children Establish rapport with children and staff at the center	Desirable personal characteristics of adults who work with children, such as, being dependable, liking children, being calm in emergencies
	Become oriented to purposes and nature of the child care center in the community	Purposes of the child care center
		Characteristics of an approved child care center
	Perform tasks regularly assigned to child care **aide**	Kinds of work performed by the child care aide in the center
	Profit from training as a child care aide	

UNIT I (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Develop a marketable skill in services for young children Find satisfaction in working with young children	Employment opportunities for trained workers in child care

COURSE UNIT II

Child Care Aide - A Member of Team

OBJECTIVES: Recognize and accept responsibilities of child care aide

Appreciate role of aide in promoting the development of children

Assess own personal qualities, job requirements and successful performance

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Works cooperatively with staff, accepting instruction and guidance from director	Work under supervision and follow directions effectively	Importance of guidance from director in helping aide assume her role in the center
		Ways of working with center staff to meet the physical, mental, social, and emotional needs of children
	Appreciate and practice ethical principles in working with children and staff at the center	Contributions each member of team can make in providing adequately for needs of children
Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed	Become proficient in performing intelligently the tasks of the child care aide	Importance of assuming responsibilities and contributing to the center program
	Help maintain daily routines and activities	Importance of schedule and routines to the center activities

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Respond to varied conditions and job demands according to situation in the center	Need for flexibility in work performance of child care aide
Observes policies of center concerning work schedules, absenses, health regulations	Accept and follow policies of the center program	State and local regulations which influence center policies and program activities
Participates in staff planning and evaluating sessions concerning center policies and own responsibilities	Communicate with children and with staff members	Importance of group planning sessions in the over all functioning of the center
	Work with children and staff in actual job duties beyond giving and receiving instructions	
	Evaluate own personal qualities, job requirements and successful performance	Need for self-evaluation of job performance

COURSE UNIT III

The Child in a Child Care Center

OBJECTIVES: Develop empathy with children

Relate well with children by using principles of guidance based on understanding of behavior

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Helps each child accept the center and participate in its activities	Cultivate sensitivity to child's feelings about the center	Variety of ways children adjust to new experiences
	Help each child accept the absense of parents	Significance of the center experience for child
		Procedures to be followed in receiving children and integrating them into center activities
	Develop happy relationship with children	Time needed for children to become acquainted with the center and to accept new people
Assists the children in developing a sense of "belonging" in the center	Help create comfortable environment for the children	Characteristics and needs common to young children
	Encourage children to express feelings and become interested in center activities	Children's normal feelings of inadequacy in new situations

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Give children a feeling of security, comfort, self-confidence	Factors influencing behavior patterns of children
	Guide child in accordance with his individual needs	Importance of recognizing individual differences in children
	Help children find a place within the group	Relation of center experiences to the growth and development needs of children
		Value of group relationships for children
Helps children become more independent in removing own garments, such as, coats and sweaters	Stimulate independence in children	Need for children to develop independence in simple self-help tasks appropriate at their age level
		Ways of helping children help themselves
Helps each child learn the established routines of the center	Help maintain daily routines in activities of the children	Value and purposes of schedules and routines in developing feelings of security and happiness in children
		Relation of routines to child's development of habits, feelings of security and over all happiness

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Use center-approved principles of guidance while working with children	Ways of working with children, such as, establishing routines, understanding behavior and maintaining discipline
	Discriminate between acceptable and unacceptable behavior patterns and help the child learn acceptable patterns	Methods of recognizing unusual behavior or discipline problems of children
	Observe and interpret behavior of children objectively	
	Discuss unusual behavior with director	

COURSE UNIT IV

Children and Their Housekeeping Habits

OBJECTIVE: Develop effective techniques of helping children gain self-reliance through establishment of routine housekeeping practices

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Assists children in developing good housekeeping habits, such as, putting their coats in designated places, and in putting toys away	Guide the children toward good habits, useful skills, wholesome attitudes, self-reliance and independence	Relation of routines to development of self-reliance and independence
	Help children in their adjustment to housekeeping activities in the center	What responsibilities children are capable of accepting at this age level
		Appropriate times for offering assistance or encouraging independence in children
	Set a good example for children to follow in housekeeping practices	Ways children learn - experience and imitation
		Values of good housekeeping habits
Guides children in helping to keep the center clean and attractive during the day	Stimulate interest on the part of the children in helping with keeping the center neat, for example, discarding napkins after eating, flushing commode after toileting	Importance of good housekeeping standards
		Need for children to be included in housekeeping activities of the center

COURSE UNIT V

Children's Food and Eating Habits

OBJECTIVES: Develop ability to guide children in the establishment of wholesome food habits

Become aware of environmental influences on eating habits of children

Develop ability to use various ways of influencing the eating environment of children

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Helps the children to develop good food habits and table manners	Help children prepare for mealtime	Importance of quiet play before mealtime
	Emphasize washing hands before meals	Importance of personal cleanliness as related to food and eating
	Recognize kinds and amounts of food which meet nutritional needs of the children in the center	Nutritional needs of children in various age groups represented at the center
	Accept eating practices - handling of silver and food - appropriate for children's ages	Desirable eating habits and basic etiquette appropriate for age level of the children
		Typical food habits and eating practices of children in various ages at the center
	Expect children to refuse some foods but encourage tasting	Reasons why children may refuse to eat

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Set the stage for encouraging children to try new foods	Effective methods of changing food habits of the children
	Show children how to use eating equipment and handle foods when eating	Children's need for assistance in developing good food habits
	Guide children toward more independent eating practices	Importance of patience in correcting the food habits and eating practices of children
	Encourage self-help in eating	
Helps the children to develop positive, accepting attitudes toward food and eating	Set good example when eating with the children to encourage and reinforce positive attitudes toward food	Influence of adult attitudes on children's food acceptance
	Enjoy participating in snack and/or meal time with the children	Influence of the emotional climate on eating practices of children
	Make snack and/or mealtime a pleasant occasion	Ways to insure pleasant mealtime for children
		The way a child feels affects his eating
	Help children to enjoy quiet conversation while eating	Importance of guiding children's conversation and activities during snack and/or mealtime
	Recognize that refusal to eat may be a way of gaining attention	Behavioral patterns of children when eating
	Ignore some eating habits of children by giving attention and recognition in other ways	Basic emotional and social needs of children as expressed in their eating habits

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Prepares and serves mid-morning and mid-afternoon snacks	Set the stage for snack time	Purpose for snacks for preschool children at the center
	Prepare snacks attractively for serving to the children	Typical snack foods that are appropriate and liked by children in various age groups at the center
	Serve snacks to the children	Method of preparing and serving snacks
	Encourage children to eat snacks provided for them	Appropriate amount to be served for children's snacks
Sets the table for noon meal	Set table correctly for menu	Effect of environmental influences on the emotional climate of eating
	Arrange attractive and appropriate table decorations	Ways of influencing the environment of the meal
	Arrange tables and chairs to insure comfort while the children are eating	Method of setting an attractive table
	Help children plan and make table decorations for special occasions	Importance of creative expression in children

COURSE UNIT VI

Children's Play - A Learning Experience

OBJECTIVE: Be able to supervise play and learning experiences of children so they contribute to mental, social, emotional and physical development of children

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Assume some responsibility, under supervision, for play and learning experiences of children	Guide children in playing happily with others	How children learn and develop through play
	Help children find satisfaction in constructive play	Role of play in the total growth process
	Help children select and use play materials and equipment with courage, safety, and skill	Importance of play and learning experiences - essential elements in growth and development of children
	Encourage both individual and cooperative play	Stages of development in play - solitary, parallel, etc.
	Show children acceptable ways to behave in play activities - sharing, etc.	Importance of discipline in the development of self-control and socially acceptable behavior
	Keep rules of play to a minimum with safety in mind	

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Practice consistent behavior in working with children	
	Observe policies of the center in handling conflicts among children	
	Control play and learning situations to reduce emotional behavior problems	
	Respect individual differences and not expect equal performance from all children	Individual differences in motor and social development of children
	Treat children as individuals	
	Enjoy children and put their development first	
May relieve teachers, when needed, by reading stories to children, conducting finger plays, and leading songs	Suggest suitable games and activities of interest to a group of children	Importance of stories, music, games and other group activities in the mental, physical, emotional, and social development of children
	Lead songs and singing games	Variety of ways to guide group experiences of children
	Tell stories from pictures, encouraging participation of children in creating the story	Experiences which help develop and reinforce social skills in children
	Draw pictures of story characters when telling stories to children	

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Read stories with animation and expression	
	Help children learn to listen and to participate in group activities	Techniques for caring for needs of several preschool children at one time
	Watch for cues of fatigue, lack of interest, or over-stimulation	
	Maintain sense of humor during difficult moments	
	Be firm with children when necessary	
	Help maintain discipline during planned activities	
	Give children opportunities to express their ideas	
Helps children with their nature and science experiences	Assist children in developing more interests and understandings of the world around them	Children's need to explore and investigate the environment
	Help children care for a fish aquarium, baby turtles, or small pet	The importance of nature and science experiences in lives of children, such as, caring for fish, animals, and plants
	Show children how to plant and care for seeds, flowers, and small vegetables	
	Help children develop concepts of objects and words related to the world around them	Need for enriching child's knowledge of his surroundings - expanding his environment

TASKS	ABILITY TO:	UNDERSTANDING OF:
Helps prepare and assemble play materials needed by teacher and/or director	Make some judgments in selecting and preparing materials for children's activities	Kinds of play materials to be prepared and assembled
	Organize play materials for most effective use by the teacher	Play materials which seem most popular with the children at different ages
	Improvise play materials from inexpensive articles	Importance of creativity in development of children
Arranges physical environment, under supervision of director, appropriate for play and learning experiences	Use and care for materials and equipment needed in play activities and learning experiences	Kinds of materials and equipment available for use in the different areas of the center
		Varieties of play activities and learning experiences appropriate for children at the center
	Arrange equipment to provide new stimulation and new ideas for play	Importance of stimulating motor development in children (large and small muscles, etc.)
		Kinds of activities and equipment that are conducive to play and learning experiences
	Help improve the physical environment as a means of facilitating children's growth and development	Types of physical environment which best enable children to satisfy their basic needs

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
		Need for environment conducive to relaxation and happiness during play and play experiences

COURSE UNIT VII

Children and Their Rest Period

OBJECTIVES: Apply effective techniques in supervising rest period

Appreciate importance of rest period in physical development of children

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Assists in arranging mats on floor for children's rest period	Prepare room for rest period of children	How to provide for rest and sleep needs of children in the center
		How to prepare and care for room used for children's rest period
Supervises rest period of children	Keep a sleep chart for each child	Amount of rest and sleep children need
	Help children prepare for "nap time"	Importance of quiet play before children's rest period
		Effective methods of preparing children for their rest period
	Provide the proper atmosphere and controls for rest period	Importance of establishing receptive attitudes toward rest and sleep
	Help children form good rest and sleep habits	Symptoms of fatigue

UNIT VII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Stacks or stores mats after children's rest period	Care for sleep room after children's rest period	Proper storage methods of sleep equipment

COURSE UNIT VIII

Health and Hygiene of Children

OBJECTIVES: Develop habits of personal hygiene which promote physical well-being

Practice center-approved health measures

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level	Help children develop good health habits, such as, washing hands after toileting and before eating; keeping objects out of mouth, covering mouth when coughing or sneezing	Safe health standards of the center
		Child's need for assistance in developing good health habits
		Reasons for maintaining good health habits
		Contributions personal cleanliness makes to child's physical well-being
	Follow center-approved health measures in working with children	Factors contributing to physical health of children
	Accept children's interest in each other at toilet time	Influence of adult attitudes and standards in promoting healthy adjustment of children

UNIT VIII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Places clean towels and wash cloths on rack for children each day	Provide an environment that encourages cleanliness and healthful habits	Importance of maintaining healthful surroundings
Assists children with routines, such as, toileting, washing, hanging towels after use	Set a good example by practicing good health habits	Child care aide's contribution to the physical health of the children in the center

COURSE UNIT IX

Safety of Children

OBJECTIVES: Become conscious of importance of safety in child care center

Practice safety measures in center activities

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Helps to maintain safety by watching over children during rest and play periods	Maintain discipline to help insure safety of the children	Importance of discipline in preventing avoidable accidents
	Encourage safety habits in handling play materials and equipment	Safety precautions to be employed in center activities and routine periods
	Give close supervision to children during rest and play periods	
Practices safety procedures by being alert to situations involving hazards to the safety of children, such as, sorting toys that may be unsafe	Be alert to things that concern the safety of children	Possible hazards affecting safety of children
		Procedures to use in promoting safety
	Observe and remove sources of danger, such as, protruding nails, unsteady boards not properly supported	Importance of foreseeing and avoiding hazardous situations

UNIT IX (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Keep the center orderly and safe	Need to inform director of the center concerning problems such as, play equipment hazards, maintenance needs, etc.
		Aide's contribution to maintaining a safe environment at the center
Observes accepted procedures for reporting accidents	Recognize and report early signs of illness or discomfort in children	Characteristic symptoms of illness or discomfort
	Apply safety practices as related to minor accidents	Policies established by the center in relation to care of the preschool child
Assists director in administering first aid at the center for children's minor accidents, cuts and bruises	Apply medication to minor cuts and bruises	Proper methods of first aid treatment for minor accidents
	Handle minor emergencies calmly and intelligently	

JOB ANAYLSES AT THREE COMPETENCY LEVELS

IN THE FIELD OF CHILD CARE SERVICES

SEMI-SKILLED OR ENTRY LEVEL

Helps children put on coats, sweaters and other garments for outdoor play

Helps children remove coats and store them in designated places

Assists teacher in preparing and arranging play materials and equipment

Assumes limited responsibility for playground activities, under supervision

May help prepare and serve mid-morning and mid-afternoon snacks

Helps children with toileting routines

Assists in preparing sleep mats for rest period

Helps keep center orderly and clean

Follows regularly assigned schedule of responsibilities

SKILLED LEVEL

Helps children accept center and participate in its activities

Helps children learn established routines of the center

Assists in supervising children at mealtime, during rest periods, and other routine periods

Assumes some responsibility, under supervision, for play and learning experiences of children

Prepares and serves mid-morning and mid-afternoon snacks

Helps prepare children and room for noon meal

Helps children develop good eating, housekeeping, playing, and toileting habits

Assists in maintaining health and safety of children in the center

Relieves the teacher, as needed, in planned group activities

ADVANCED LEVEL*

Receives children when they arrive at the center

Participates in planning center program and in supervising center personnel

May relieve teacher and/or director for short periods, as needed

Sets up schedules for the day with supervision

Assumes responsibilities for play and learning experiences of children

Assists director in securing medical services away from center and in administering medications to the children as provided by parents

Assumes some responsibilities for working with parents

Observes behavior of children and discusses unusual behavior with the director

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL*
	Assists director in administering first aid for minor cuts and bruises	Directs and guides behavior of children and helps solve discipline problems
	Participates in staff planning and evaluating sessions concerning center policies and her own responsibilities	Helps to keep center records on children's progress
	Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed	Participates in staff planning meetings and in self-evaluation sessions

RECOMMENDED TITLES FOR WORKERS AT EACH COMPETENCY LEVEL

Child Care Helper or Aide	Child Care Assistant	Child Care Supervisor or Assistant Director

* Advanced level may be equivalent to technical or semi-professional level; student may qualify for Associate degree when completing two years program beyond high school.

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CLOTHING SPECIALIST

OVERVIEW

DESCRIPTIVE JOB ANALYSES

CLOTHING ALTERER 6

DRESSMAKER 6

JOB ANALYSES AT THREE COMPETENCY LEVELS IN FIELD OF CLOTHING SERVICES

BIBLIOGRAPHY

OVERVIEW

CLOTHING SPECIALIST

The occupation of a clothing specialist is diversified and specialized. A clothing specialist performs a variety of operations as making women's garments (Dressmaker) and repairing and altering clothing (Alterer).

To be successful in such a specialized occupation, it is essential that a student develop a reasonably high degree of skill in fitting garments and in sewing. It, therefore, is recommended that for a one year training program, a minimum of a year comprehensive course in home economics or a one semester course in clothing be required of students for enrollment. For a two year training course, it is recommended that the junior year be structured as a pre-employment training program in which time is devoted to laboratory work in the development of skills in fitting and sewing and that the senior year be structured as a cooperative part-time training program.

In a home economics cooperative part-time training program some students may prepare for employment in only one aspect of the work of a clothing specialist as dressmaking or altering and repairing. This, however, limits their employability and success as a self-employed person. Most trainees should be counseled to develop competencies needed both as a dressmaker and as an alterer.

To be employable students must develop skills and understandings needed to perform the tasks involved in the job. The following tentative job analyses list the tasks usually performed by a dressmaker and a clothing alterer and were developed through interviews with employees and employers.

DRESSMAKER

A dressmaker makes women's garments, such as dresses, coats, and suits, according to customer specifications and measurements: Measures customer to determine alterations that need to be made on pattern; prepares the fabric for cutting, places and pins pattern pièces on fabric and cuts fabric with scissors; pins or machine bastes together fabric parts; sews parts together; presses garment after each construction process; makes final fitting on customer, and presses the garment.

At the job entry level, an employee works under supervision performing the less complicated tasks as helping make dresses, blouses, and slacks in speciality stores. Once the beginner has had experience, earned a reputation for good work and reliability she can usually move to a better job with a custom shop or operate her own business.

CLOTHING ALTERER

A clothing alterer repairs clothing, makes alterations on women's and men's garments, such as, dresses, coats, and suits according to customer preference and measurements: Tries garment on customer, examines garment to determine type of alterations needed, fits and marks garment for proper alterations; uses manipulative skills in performing alterations and making repairs; and arrives at work agreement with the customers.

At the job entry level, an employee works under supervision performing the less complicated tasks in a department store or in a dry cleaning establishment. Once the beginner has had experience, earned a reputation for good work and reliability, she can usually move on to a better job as Head of an alteration department in a dry cleaning establishment or in an exclusive retail store or she may operate her own business.

CLOTHING ALTERER

Job Analysis

Course Outline Based on Findings of Job Analysis

Units of Course 6

- Objectives
- Tasks to be performed
- Competencies needed to be developed

CLOTHING ALTERER JOB ANALYSIS

(used in interviews with Head Alterers in stores and cleaning establishments)

Name of Business ____________________ Date ______________________________

Interviewee ____________________________ Interviewer _______________________

DIRECTIONS: Please check the responsibilities or the jobs a clothing alterer frequently performs.

____ 1. Fits the garment to customer.

- ____ analyzes fitting problems
- ____ examines garment
- ____ marks or pins garment for alterations
- ____ tags garment for alterations and instructions.

____ 2. Makes alterations.

- ____ changes length of coat, skirt, dress, slacks
- ____ changes length of sleeves in coat, suit, dress
- ____ alters side seams to change hip measurement
- ____ changes waist measurement
- ____ changes location and length of darts
- ____ replaces zippers
- ____ corrects shoulder line
- ____ alters slacks and pants
    - lets out or takes in crotch
    - puts length in (lengthens or shortens)
    - tapers legs
    - waists (increases or decreases measurement)

____ 3. Repairs clothing.

- ____ replaces zippers
- ____ sews on fasteners
- ____ repairs hems
- ____ replaces pockets
- ____ binds pockets
- ____ sews rips and seams
- ____ mends tears and rips
- ____ irons on patch
- ____ mends lining or relines coat

____ 4. Selects, uses, and cares for sewing and pressing equipment.

____ 5. Uses appropriate sewing techniques.

____ 6. Presses.

- ____ as sews - construction pressing
- ____ finished garment

____ 7. Arrives at work agreement with customer if self-employed or if head alterer in a business establishment.

PROPOSED COURSE OUTLINE FOR CLOTHING ALTERER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I.- Orientation to World of Work as Clothing Alterer	
Examines garment on customer Analyzes fitting problems Fits garment and marks needed alterations Tags garment	UNIT II - Fitting Ready-Made Garments to Customer	. Ability to analyze fitting problems . Ability to fit a garment to satisfaction of customer . Ability to mark desired alterations on garment for proper fit . An appreciation of importance of well fitted garment for comfort and attractiveness
Selects appropriate tools and equipment Cares for equipment Uses equipment efficiently and safely	UNIT III - Selecting, Using, and Caring for Equipment	. Ability to select, use and care for equipment needed in making clothing alterations and repairs . Ability to practice safety in use of equipment

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Makes alterations as marked by fitter Uses appropriate sewing techniques in altering and repairing clothing	UNIT IV - Altering and Repairing Clothing	. Reasonable skill in making professional looking alterations and repairs . Marketable speed and skill in making alterations and repairs . Ability to manage work . An appreciation of quality workmanship
Presses each construction process as completed Uses correct pressing tools and techniques Presses finished garment	UNIT V - Pressing	. Ability to use correct procedures in pressing various fabrics and construction processes . Appreciation of importance of pressing to appearance of garment
Keeps records Arrives at work agreement with customer	UNIT VI - Business Aspects	. Ability to understand or efficiently manage business aspect of the department or of own business

COURSE UNIT I

ORIENTATION TO WORLD OF WORK AS A CLOTHING ALTERER

TOPICS:

Job opportunities and the importance of an alteration department to a business establishment or as a personal business

Responsibilities of clothing alterer and skill to be developed

Personal qualities and abilities needed by a successful alterer

Satisfactions derived by working in this occupation

Employer-employee relations; Employee-customer relations

COURSE UNIT II

Fitting Ready-Made Garments

OBJECTIVES: Develop ability to analyze fitting problems

Develop ability to fit a garment to satisfaction of customer

Develop ability to mark desired alterations on garment for proper fit

Develop appreciation of importance of a well-fitted garment for comfort and attractiveness

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Examines garment on customer	Check garment on customer, examining location and slope of shoulder line position of waist line location of grain lines length of bodice and sleeve position of darts in bodice and at elbow ease at bust measurement of waistline ease at hipline	Fitting as a most important ability in becoming a successful alterer Importance of well-fitted garment Characteristics of a well-fitted garment Importance of grain line in fit of a garment Causes of fitting problems

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Note figure proportions of customer that create fitting problems	Relation of proportion of figure and posture to fit of garment
Analyzes fitting problems	Analyze fitting problems of customer	How garment should drape on customer
	Offer suggestions to customer for desirable alterations, when requested	
Fits garment and marks needed alterations	Fit garment to satisfaction of customer	Types of alterations that eliminate common fitting problems
	Maintain grain line in fitting	
	Mark or pin garment indicating desired alterations	Accurate markings are essential for making satisfactory alterations
Tags garment	Prepare a tag indicating alterations and giving instructions	Importance of accurate and detailed instructions to workers in alteration department

COURSE UNIT III

Selecting, Using, and Caring for Equipment

OBJECTIVES: Develop ability to select, use and care for equipment

Develop ability to practice safety in use of equipment

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Selects appropriate tools and equipment	Select and purchase (when self employed) sewing equipment and tools needed for working efficiently as alterer; such as, sewing machine, irons, pressing equipment, and small tools	The Importance of knowing tools of the trade and the major function each serves The importance of selecting most efficient tool or equipment for job to be performed
Cares for equipment	Keep sewing machine clean and oiled	Cleaning procedures and materials for cleaning
	Maintain other kinds of eqiupment and tools in optimum working condition	Importance of proper maintenance of eqiupment for efficiency
Uses equipment efficiently	Use small tools and equipment efficiently for particular sewing job	Bases for selection of sewing machine and equipment in relation to fabric, construction technique
	Operate efficiently various types of sewing machines and pressing equipment	Relation of equipment and technique to speed and fatigue

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Arrange efficient work center, placing equipment within easy reach when sewing, considering proper height of work surfaces	Importance of developing good habits in use of sewing equipment Work center as an important factor in speed of production and in fatigue of worker
Practices safety	Use accepted shop safety practices	Hazards common in use of equipment Importance of using safety precautions

COURSE UNIT IV

Altering and Repairing Clothing

OBJECTIVES: Develop reasonable skill in making professional looking alterations and repairs

Develop marketable speed and skill in making alterations and repairs

Develop ability to manage work

Develop appreciation of quality workmanship

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Makes alterations on coats, skirts, dresses	Follow instructions listed on tag	Importance of meeting customer expectation in alterations
	Rip stitching without injuring fabric	Careless ripping injures fabric and detracts from appearance of garment
	Observe how garment was constructed	
Makes alterations marked by fitter, such as:	Produce high quality work	Importance of high quality workmanship in making alterations and repairs
Shortens or lengthens coats, dresses, skirts, sleeves, slacks and pants	Select construction technique appropriate for making each type alteration or repair	Relation of appropriate construction technique to fabric and style
Lengthens or shortens bodice		

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Changes shoulder length or slope	Perform skillfully such construction techniques as:	Relationship of quality workmanship to customer values and satisfaction
Increases or reduces bust size	Making seams	Standards of professional looking alterations and repairs
Increases or decreases hip measurement	Finishing seams	
Enlarges or decreases waist measurement	Making darts, tucks	Relation of speed and quality workmanship to success of business
Changes location and length of darts	Hemming	
Alters neck line	Understitching	
Relocates zipper	Basting	
Adjusts crotch of pants	Joining skirts and bodice	
Tapers legs of pants and slacks	Sewing in zipper	
	Attaching skirt band	
	Sewing fasteners	
	Binding and replacing pockets	
	Mending and darning	
Repairs garments, such as:		
Replaces zippers		
Sews on fasteners		
Repairs hems		

TASKS	ABILITY TO:	UNDERSTANDING OF:
Binds pockets		
Replaces pockets		
Sews rips and seams		
Mends tears and rips		
Irons on patches		
Patches garment		
Darns		
Mends lining or relines coat		
Uses appropriate sewing technique in altering and repairing clothing		
Manages work efficiently	Use efficient methods of sewing	Efficient method of performing a skill for safety, comfort and speed
	Organize work before start to sew	
	Maintain clean and orderly working surface	Importance of clean work surfaces and hands in handling customer garments
	Assess method of work to improve speed and quality of work	Importance of orderly work surface for efficient production of high quality work

COURSE UNIT V

Pressing

OBJECTIVES: Develop ability to use correct procedures in pressing various fabrics and construction processes

Develop appreciation of importance of pressing to appearance of garment

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Presses each construction process as completed (Construction pressing)	Use correct technique when pressing each construction process as hems, curves, darts, seams Press to shape or mold pieces of garments	Pressing is an essential part of altering and sewing Pressing is as important as the quality of construction to ultimate appearance of garment Correct pressing technique contributes toward achievement of high standard workmanship Directional pressing of each construction process is important to appearance of garment Pressing to shape or mold a piece is important in fit of garment
Uses correct techniques in pressing	Use technique of pressing suitable for fabric	Characteristics of fabric that influence pressing procedure or techniques and temperature control in pressing

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Determine by experiments best procedure; amount pressure, moisture, and correct temperature to use on fabric	Importance of testing samples due to great variety of fabric combinations on market
	Read labels to determine temperature to use when pressing fabric	
Uses correct tools for pressing	Use most efficient pressing tools for a particular job	Unique function of each piece of pressing equipment
	Observe safety practices in use of equipment	
	Care for pressing equipment	Methods of and importance of caring for equipment
Presses finished garment	Use desirable sequence in final pressing of garment	Importance of sequence in pressing garment
	Press with grain line	Pressing with grain line is as important as directional stitching in determining appearance of garment
	Press to mold garment	Pressing is essential art in producing a professional looking garment

COURSE UNIT VI

Business Aspects

OBJECTIVE: Develop ability to efficiently manage business aspect of the department or of own business

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Keeps records	Keep records expected by business establishment	Importance of records to determine costs and income
	Help manager estimate time of construction as basis for developing cost chart	Essential needs of records **for** business financial department or for personal financial reports
Arrives at work agreement with customer	Assume responsibilities involved in operating own business	Responsibilities involved in operating a business
	Develop and use cost chart	
	Keep financial records	
	Schedule appointments for conferences and fittings	Importance of making and keeping appointments to customer satisfaction and to building a clientele
	Schedule work to keep committments made to customers	

DRESSMAKER

Job Analysis

Course Outline Based on Findings of Job Analysis

Units of Course 6

- Objectives
- Tasks to be performed
- Competencies needed to be developed

DRESSMAKER JOB ANALYSIS

(used in interviews with Dressmakers)

Name of Business ____________________ Date ____________________

Interviewee ____________________ Interviewer ____________________

DIRECTIONS: Please check the tasks performed by a dressmaker.

____ 1. Makes such garments as

  ____ dresses
  ____ coats
  ____ skirts
  ____ slacks
  ____ shorts
  ____ blouses

____ 2. Sews on variety of fabrics

____ 3. Takes measurements of customer

____ 4. Alters pattern according to customer measurements

____ 5. Prepares fabric for cutting

____ 6. Places and pins pattern pieces on fabric

____ 7. Transfers pattern markings to fabric

____ 8. Cuts the garment pieces

____ 9. Organizes work

____10. Bastes garment pieces together

____11. Fits garment

____12. Makes needed adjustments

____13. Constructs garment

____14. Presses

  ____ As constructs garment

  ____ When garment is finished

____15. Makes final fitting

____16. Selects, uses, cares for sewing and pressing equipment

____17. Manages work and business aspects

PROPOSED COURSE OUTLINE FOR DRESSMAKER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as a Dressmaker	
Takes measurements of customer Alters pattern according to customer measurements	UNIT II - Altering Pattern	Ability to alter and fit pattern to customer satisfaction Ability to work well with people Understanding of principles of design as they relate to individual figure and design of pattern
Selects appropriate tools and equipment Cares for equipment Uses equipment efficiently and safely	UNIT III - Selecting, Using, and Caring for Equipment	Ability to select, use and care for equipment used in dressmaking Ability to practice safety in use of equipment

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Constructs dresses, coats, skirts, slacks, shorts, blouses for customers Prepares fabric for cutting Places and pins pattern pieces on fabric Cuts garment pieces Trasnfers pattern markings to fabric Organizes work Bastes garment pieces together Fits garment Makes needed adjustments Stitches garment pieces together	UNIT IV - Constructing Garments for Customers	Appreciation that skill and accuracy in preparation of fabric, cutting and transferring of mark ings influence the fit and attractiveness of garment Understanding of characteristics of various fibers and fabrics Ability to manage work Initiative and judgment in selecting construction techniques Appreciation of importance of quality workmanship Marketable skill and speed in basic sewing techniques
Presses each construction process as completed	UNIT V - Pressing	Ability to use correct procedures in pressing various fabrics and construction processes

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Uses correct pressing tools and techniques Presses finished garment		Appreciation of importance of pressing to appearance of garment
Keeps records Manages business, if self-employed Arrives at work agreement with customer	UNIT VI - Business Aspects	Ability to understand business aspect of a department or to efficiently manage own business

COURSE UNIT I

ORIENTATION TO WORLD OF WORK AS A DRESSMAKER

TOPICS: Job opportunities as a dressmaker

Responsibilities of dressmaker to clientele

Personal qualities and abilities needed by a successful dressmaker

Satisfactions of working as a dressmaker

Employer-employee relations; Employer-customer relations

COURSE UNIT II

Altering Patterns

OBJECTIVES: Develop ability to alter and fit patterns to customer satisfaction

Develop ability to work well with people

Develop understanding of principles of design as they relate to individual figure and the design of the pattern

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Takes measurements of customer	Use tape measure accurately	Importance of accurate measurement as a basis for altering patterns
	Measure correctly the bust, hips, waist, waist length, skirt length	
	Makes notes regarding body physique and stance	Importance of customer preferences as to fit of garment
Alters pattern according to customer measurements	Check customer measurements with those of pattern and note variations	The anatomy of body influences how the garment drapes on the customer and alterations needed
	Alter pattern to minimize body physique as round shoulders, high hip, one shoulder or one hip higher	Types of alterations that minimize figure problems

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Alter pattern so that they garment will fit customer - make alterations In Bodice as: increase or decrease bust measurement lengthen or shorten raise-lower, shorten-lengthen darts raise or straighten shoulder line In Skirt as: increase or decrease hip measurement lengthen or shorten shorten-lengthen, increase-decrease size of darts change location or style of darts	Necessity of correctly altering pattern to produce a quality garment Methods of altering pattern appropriate for each fitting problem Alterations that effect the overall design and scale of a garment in relation to the customer's figure type Importance of keeping grain line straight when altering pattern pieces

COURSE UNIT IV

Constructing Garments for Customers

OBJECTIVES: Develop appreciation that skill and accuracy in preparation of fabric, cutting and transferring pattern markings influence the fit and attractiveness of garment

Develop understanding of characteristics and ability to work with a variety of fabrics

Develop ability to manage work

Develop initiative and judgment in selecting appropriate construction techniques

Develop appreciation of importance of quality workmanship

Develop marketable skill and speed in basic sewing techniques

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Prepares fabric for cutting	Use appropriate method of straightening cut ends of various fabrics	Purposes and techniques of straightening fabric before cutting
	Use correct methods of pre-shrinking materials	Reasons for pre-shrinking many fabrics
		Methods appropriate for pre-shrinking various kinds of fabrics

TASKS	ABILITY TO:	UNDERSTANDING OF:
Places, pins, and cuts pattern pieces	Interpret pattern layout and make adaptations when advisable	Value of using pattern layout
	Place pattern pieces correctly on fabric	Proper placement of pattern pieces on various types of fabrics
	Pin pattern pieces to fabric	
	Cut pieces accurately and correctly	Importance and techniques of directional cutting
Transfers pattern markings to fabric	Transfer pattern markings accurately before removing pattern	Relation of accurately cutting and marking garment pieces to the speed and quality of sewing
	Use techniques in marking garment pieces suitable to fabric and construction problems	Types of transfer markings appropriate to use on various fabrics and for different types of construction
Organizes work	Assemble cut pieces for construction	Good work habits in sewing contribute to efficiency, accomplishment, saving of time and energy
	Perform construction techniques in efficient sequence	Relation of efficient sequence in constructing a garment to quality and speed of production

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Bastes garment pieces together	Use appropriate technique	Importance of using judgment and initiative in interpreting pattern instruction sheet
Fits garment Makes needed adjustments	Interpret the desires or wishes of customer in relation to fit and construction of garment	Differences in sewing for others and in sewing for oneself
	(See Unit II - Fitting Ready Made Garments in Course Outline for Alterer	Quality workmanship helps build a satisfied clientele
Constructs garment staystitches makes darts, tucks, gathers sews seams and seam finishes understitches makes and attaches collars faces neckline makes and sets in sleeves faces armhole joins skirt to bodice puts in zipper hems	Use sewing machine skillfully adjust length of stitch for fabric adjust tension adjust stitch for basting and for stitching use seam gague use attachments	Importance of using machine skillfully methods of making maximum use of machine
	Use judgment in selecting appropriate sewing techniques for job and fabric	Characteristics of various fabrics and finishes in relation to suitable style and construction techniques
	Produce high quality workmanship by performing skillfully appropriate construction techniques	Basis for selecting sewing techniques appropriate for various fabrics and styles

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
makes and attaches waistband to skirt makes belts sews on fasteners works buttonholes makes and attaches underlining makes a walking pleat makes and attaches pockets and trimmings		Characteristics of professional looking garments Importance of quality workmanship to satisfaction of customer and to building a clientele Study and practice as essential factors In developing a marketable skill
Knows fabric market	Visit market Handle materials Study labels Secure pieces and practices sewing on newest fabrics	Importance of gaining self-confidence in working on new fabrics Need for knowing newest fabrics and styles
Studies fashion trends	Advise customer, when requested, concerning styles	

COURSE UNIT III

Selecting, Using, and Caring for Equipment

Refer to Unit III in Course for Clothing Alterer

COURSE UNIT V

Pressing

Refer to Unit V in Course for Clothing Alterer

COURSE UNIT VI

Business Aspects

Refer to Unit VI in Course for Clothing Alterer

JOB ANALYSES AT THREE COMPETENCY LEVELS

IN FIELD OF CLOTHING SERVICES

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL
Hems draperies and curtains	Makes garments as dresses, blouses, skirts, slacks, shorts	Makes garments as suits, coats, dresses
Hem skirts, dresses, coats	Takes measurements of customers	Confers with customers concerning size of pattern style of pattern fabrics and fabric selection amount of fabric needed assessories as underfacings facings, thread, decorative items, zipper, tape
Sews seams, darts	Alters pattern	Styles or designs pattern for customer
Sews on fasteners and decorations	Prepares fabric for cutting	Knows current styles and characteristics of newest fabrics
Tapers legs of pants	Places pattern pieces and cuts garment accurately	Works with variety of fabrics - understands how to handle them, how they hang, how they drape
Cuffs pants	Selects and uses appropriate construction techniques	Uses color, style, and technical skill to disguise figure problems
Rips seams for alterations	Fits garment to customer	Fits garment to customer and marks it for further work
Repairs tears, slashes, and rips	Marks garment for needed alterations	
Patches or darns	Alters garments	
Reinforces frayed buttonholes	Sews on variety of fabrics	
Mends lingerie as replaces elastic insets replaces fasteners mends foundation garments	Presses	
Repairs torn pockets		
Replaces worn pockets		

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL *
Restitches ripped seams	Selects, uses, cares for equipment	Uses construction techniques skillfully
Repairs belts and belt loops	Repairs clothing	Presses
Mends linens for hospitals, nursing homes, hotels, motels	Manages work	Manages work
Uses and cares for equipment	Keeps records	Provides efficient work centers and equipment
Presses	Provides sewing center when self-employed	

RECOMMENDED TITLES FOR WORKERS AT EACH COMPETENCY LEVEL

Clothing Helper	Dressmaker	Custom Dressmaker
Assistant Seamstress	Clothing Alterer	Custom Tailor
		Alteration Specialist

* Advanced level is not comparable to the technical level; many years of successful experience, additional training, and a "knack" for working with fabrics are required.

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FOOD SERVICE EMPLOYEE

OVERVIEW

DESCRIPTIVE JOB ANALYSIS

- BUSBOY
- WAITER
- KITCHEN HELPER
- COOK

JOB ANALYSES AT THREE COMPETENCY LEVELS IN FIELD OF FOOD SERVICES

BIBLIOGRAPHY

FOOD SERVICE EMPLOYEE

A trainee who is interested in food service employment will be expected to develop and perform skills in any job associated with the kitchen, pantry, or serving area. His responsibilities will be defined by the type and size of the food operation with which he will be employed.

A trainee may be employed in any of the following types of food service operations: restaurant, cafeteria, lunch or tearoom, drive-in, specialty house. and catering service for commercial purposes; or in a food service for a hospital, nursing home, home for the retired; or for an industrial or educational facility.

The major functional activities in a food service business are: managing, supervising, purchasing, planning, receiving, inspecting, storing, producing, serving, dishwashing, maintaining cleanliness, and keeping records.

The following chart shows a distribution of the kinds of jobs usually associated with a food service business. The positions and job tasks are assigned according to need and in some cases one person will assume the responsibilities of several job tasks.

SAMPLE ORGANIZATIONAL CHART

Manager

Assistants or Supervisors

Food Production	Comptroller	Sanitation & Maintenance	Service
Chef	Bookkeeper	Engineer	Host/Hostess
Cook*	Cashier	Sanitation Maintenance	Waiter/Waitress
			Busboy/Busgirl
Kitchen Helper	Purchasing Agent	Dishwasher	
	Storeroom Clerk	Potwasher	
			(Cafeteria)
			Lineman/Girl
			Floorboy/Girl

* May be classified according to type of food or method of preparation

Home economics training programs for food service employees will be structured to prepare youth for employment in any food service business. All trainees will be expected to fulfill certain competencies such as the ability to read and write and work relatively simple mathmatical problems. Positive personal-social traits which will lead to the successful execution of the responsibilities related to the position will be advantageous to the trainee.

Qualities leading to his advancement are neatness, excellent health, a command of the English language, tactfulness, good judgment, and an ability to memorize quickly. Specific competencies related to the food service business are knowledge and ability in handling foods and an understanding and ability in the use and care of equipment, appliances, and utensils that are necessary in the preparation and serving of foods.

A food service employee has numerous demands to attend to as he performs his duties. The preparing and serving of food most be regulated so that each course immediately follows the one preceeding it. The trainee therefore, needs to know how long it takes to complete any course on the menu and must be able to intelligently plan for the preparation and service of several different meals simultaneously. He must understand and use the proper techniques for all occasions and possess a complete and up-to-date knowledge of common practices and customs as they relate to his job. He will be required to work at a rapid pace for short periods of time while paying attention to numerous details.

The food service industry is especially in need of trained personnel and offers many possibilities for employment and advancement, thus justifying the development of cooperative training programs. An unskilled person beginning with the lower levels of job tasks of busboy and kitchen helper can learn and advance as quickly as he himself is able to do. Knowing how each position fits into the total objectives of the business provides an excellent basis for the development of the trainee.

The jobs associated with the food industry have been analyzed through research and interviews with food service operators of several kinds of businesses. The following tentative job analyses are a result of those interviews.

BUSBOY

(Also known as Floorboy, Steward, Dishboy, Dining Room Attendant)

At the entry level, the busboy will be working primarily in and/or between the serving area and the dishwashing section of the kitchen. His job includes removing dishes, silverware, glasses, and linens from the tables; placing items removed systematically on trays or carts; carrying the loaded trays or carts to the kitchen or dishroom; depositing the items in specified containers or areas; cleaning the surfaces ..

of the tables and chairs; and maintaining a supply of linens, table settings, and other necessary items convenient to the serving area.

General housekeeping duties will include the daily mopping or vacuuming of floors, cleaning thoroughly the surfaces of the tables, chairs, and serving stations, and replacing all of the equipment and supplies that are required for the assigned area. Any spilled food or liquids will be wiped up promptly.

The busboy may also be expected to assist the waiter by resetting the tables with silverware, glasses, linens, and filled condiment containers; carrying heavy trays of food; and occasionally serving extra items to the customers as requested.

Other side duties may include making the coffee and iced tea and/or filling the beverage boxes, checking out needed supplies from the storeroom, filling condiment and ice containers, and arranging tables for special groups.

The food service employee's overall responsibility at the Busboy level is to maintain orderliness and cleanliness in the serving area of the food business with which he is employed.

WAITER

The waiter will be working primarily in the serving area of the food business. He will be taking orders for food; placing orders for each course in proper sequence in the kitchen; carrying the food from the kitchen to the tables; serving the food using prescribed techniques; itemizing and totaling checks for all the foods ordered; and presenting the checks to the customers.

The waiter will be expected to make his customers feel welcomed and comfortable, to maintain an awareness of the needs of the customers, to fulfill promptly any reasonable requests made, and to maintain the neatness of the table at all times during the serving period. He may be expected to present the menu and offer suggestions upon request.

Other duties may include preparing menu folders, arranging tables for special groups, making beverages, assembling orders, filling condiment containers, receiving payment from the customer to take to the cashier, and returning any change that may be due the customer.

Housekeeping duties may include clearing the tables and disposing the used items in proper locations and containers, cleaning off the tables and chairs, and attending to the general overall appearance of the assigned area.

The most essential responsibility of the waiter is to serve the customers efficiently and safely in a courteous and friendly manner which promotes the successful operation of the food service business with which he is employed.

KITCHEN HELPER

(Also known as Porter, Cook's Helper, Dishwasher, Potwasher)

The kitchen helper is an entry level job in a food service operation. He may work as a cook's helper, a dishwasher, a potwasher, or as a general maintenance man depending upon the type and size of the operation.

As a cook's helper, his tasks may include washing, peeling, and/or chopping fruits and vegetables; watching and/or stirring cooking foods to prevent burning; weighing or measuring staples for the cook; preparing beverages; adding finishing touches to prepared foods; assisting in assembling orders placed by the waiter; and verifying the orders after they have been assembled. He may devote his entire time to one type of food preparation, or work in a variety of preparation centers as needed.

If his main job is concerned with sanitation and maintenance, then his tasks will include keeping the kitchen and equipment clean. He will be expected to scour work tables and butcher blocks, scour pots, pans, and steamtable trays; and sweep and mop the floors.

Other tasks may include washing and polishing silverware, washing glasses and dishes, and carrying trays of food or materials to specified locations; removing and/or replacing equipment and supplies as needed in assigned areas, checking out needed supplies from the storeroom, and filling staple containers; turning on electric appliances, lighting gas burners, turning on steam equipment, and filling water compartments of steam equipment.

The kitchen helper's responsibility is to be available to perform the more simple tasks that are essential in the preparation of foods or in the maintenance of sanitary equipment and orderly surroundings.

COOK

The cook's main duties will be involved in the preparation of foods, however, his tasks will depend upon the type and size of the food operation with which he is employed. The variety of his tasks will be designated by (1) the kinds of foods he prepares, (2) the methods of preparation, (3) the rank he holds in the kitchen, or (4) the meal he prepares.

In small establishments, the cook's job will include less specialization and a greater variety of tasks. These may include planning the menu, selecting and ordering the foods and supplies, receiving the goods, portioning the meat, and setting standards of quality for all foods prepared. He will either prepare or supervise the preparation of all items on the day's menu for serving at prescribed times of the day.

If the cook is employed in a larger food business, his job tasks may be limited to the preparation of a specific kind of food, such as vegetables, fish, or dessert. In another situation, his tasks will be determined by the method of preparation, such as broiling, baking, or frying.

Some employers may staff cooks for a particular meal and his tasks will be limited to the preparation of specific foods identified with that meal. Other employers may determine the job tasks according to the rank of the employee such as first or second cook. Each type of cook will have designated tasks as defined by the need and policy of the food service business.

The general responsibilities of each cook includes preparing foods for serving that are attractive, nutritious, and safe by following sanitary and efficient techniques.

Summary:

A student participating in a training program will be prepared to assume any of the variety of tasks assigned to the job titles: Busboy, Waiter, Kitchen Helper, and Cook. His progress will be limited only by his interests, abilities, and training since the food industry offers numerous possibilities for employment and advancement.

FOOD SERVICE EMPLOYEE JOB ANALYSIS

(used in interviews with Food Service Operators)

Name of Business ______________________ Date ______________________

Interviewee ______________________ Interviewer ______________________

DIRECTIONS: Please indicate in the appropriate column the employee (s) who performs each task listed below.

TASKS		COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
1. Dusts furniture, wipes off table tops and chair seats	1.						
2. Removes any soiled items and linens and replaces with clean	2.						
3. Mops or vacuums floors in serving area	3.						
4. Checks supplies at station each day which includes inspecting glassware, silverware, and china for cleanliness and spotlessness and checking the inventory	4.						
5. Tends to the neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use	5.						
6. Replenishes serving stations with clean utensils, china, glassware, linens, ice, and condiments during serving hours	6.						
7. Sets assigned tables at the beginning of the work day and maintains tables with clean supplies after each meal has been completed	7.						
8. Maintains all surface areas as needed in serving areas during serving hours	8.						

			COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
9.	Wipes up any spills of food or liquid as soon as possible from tables and floors	9.						
10.	Fills water glasses, procures butter and places it on table, and checks to see all necessary items and equipment are in place	10.						
11.	Clears table from unneeded items as the customer is finished with them	11.						
12.	Places used and soiled items in specified locations to maintain cleanliness and orderliness	12.						
13.	Carries tray of filled orders from kitchen to serving area	13.						
14.	Checks periodically the needs of the customers and supplies them with the needed items	14.						
15.	Helps arrange tables for special parties or large groups when necessary	15.						
16.	Prepares menu folders and boards	16.						
17.	Makes beverages such as coffee and tea and places them in serving locations	17.						
18.	Welcomes customers at table and distributes menu	18.						
19.	Offers suggestions or information concerning menu	19.						
20.	Writes orders in prescribed method for placement in kitchen	20.						
21.	Places orders in the kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature	21.						

		COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
22. Assembles orders and places them on tray or serving window area	22.						
23. Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation	23.						
24. Serves food in proper and prescribed manner according to courses	24.						
25. Presents check to guests when they have finished eating	25.						
26. Itemizes and totals the prices of each order	26.						
27. Receives payment from the customer and takes it to the cashier	27.						
28. Keeps time and work records	28.						
29. Inspects equipment and supplies for conformity to sanitation laws and plant standards	29.						
30. Wipes, mops, and scrubs all surface areas in the kitchen including table tops, meat blocks, floors, and sides of equipment	30.						
31. Clears working areas of used and soiled materials and equipment and places them in appropriate places	31.						
32. Takes inventory of equipment and utensils which are used by the workers in the department	32.						
33. Tends to the orderliness and neatness of equipment and appliances by performing such tasks as keeping staple containers filled, arranging the equipment needed for preparation, and maintaining high sanitary conditions	33.						
34. Lights gas burners, turns on electricity to appliances, and turns on valves to steam equipment	34.						

		COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
35. Wipes off steam table frames, shelves, glass counters, and serving equipment making needed adjustments for the day's menu	35.						
36. Places adequate amounts of water in steam-table compartments and other steam equipment	36.						
37. Clears steam-tables and other steam equipment, empties water from compartments, washes, scours, and polishes equipment using appropriate cleaning agents and techniques	37.						
38. Sorts, counts, and stores utensils at designated places	38.						
39. Checks to see that electric appliances are grounded properly and are free from hazards such as frayed cords and loose connections	39.						
40. Obtains and replaces from storeroom damaged or broken items of equipment or informs supervisor of damaged appliances	40.						
41. Checks all appliances to see if they are properly locked or have the correct guards in place	41.						
42. Knows the location and the use of all the fire extinguishers	42.						
43. Sharpens and maintains knives	43.						
44. Washes the utensils and cooking equipment using the proper methods and materials	44.						
45. Judges standards of quality of a variety of foods by sight, odor, and taste	45.						
46. Uses the procedures for cooking different kinds of foods as well as the forms in which they come such as frozen, dehydrated, etc.	46.						

		COOK	WAITER OR WAITRESS	BUSBOY OR BUSGIRL	KITCHEN HELPER	DOES NOT APPLY	COMMENTS
47. Reads recipes, knows terminology, and follows the directions easily	47.						
48. Uses table of equivilents effectively	48						
49. Makes estimates and orders foods and supplies	49.						
50. Cooks foods at correct temperatures	50.						
51. Times work schedules in such a way as to have foods ready to be served by the predetermined time	51						
52. Prepares equally well small portions of foods as well as large amounts	52.						
53. Measures, weighs, and prepares foods of consistent quality and quantity using standard recipes	53.						
54. Selects foods using knowledge of terminology, raw food quality, and government requirements	54.						
55. Familiarizes self with the names of suppliers, the specifications, and the sizes and weights usually purchased	55.						
56. Follows standard procedures for receiving and storing foods, supplies, and equipment	56.						

PROPOSED COURSE OUTLINE FOR BUSBOY BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
Replenishes serving station with clean utensils, china, glassware, linens, ice, and condiments during serving hours Tends to the neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use Removes soiled items from tables and stations and replaces with clean Carries loaded trays between kitchen and serving area	UNIT II - Fundamentals of Bus Service	An understanding of the principles of bus service and its necessity in the food service business The skills necessary in the proper performance of bus service as a part of the food service industry
Wipes up any spills of food or liquid as soon as possible Places used and soiled items in specified locations to maintain cleanliness and orderliness	UNIT III - Sanitation and Safety	An understanding of the principles of sanitation and safety as they relate to the food service business

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Knows the location and the use of all fire extinguishers Inspects glassware, silverware, and china for cleanliness and spotlessness		Sanitary and safe techniques in handling food, equipment, and utensils
Dusts furniture, wipes off table tops and chair seats Maintains all surface areas as needed in serving area Mops or vacuums floors Helps arrange tables for special parties Washes or cleans and polishes assigned furniture daily	UNIT IV - Maintenance and Housekeeping	An appreciation of good housekeeping and maintenance practices The ability to perform duties according to recognized procedures
Fills water glasses, procures butter and places it on table Checks to see that all necessary items and supplies are in place Removes items as customer is finished with them Sets assigned tables at the beginning of the work day and maintains tables with clean supplies during serving hours	UNIT V - Table Service	The ability to perform the simpler tasks of table service An appreciation of the importance of an attractive, orderly table to the customers The ability to set and maintain tables in a prescribed manner

PROPOSED COURSE OUTLINE FOR WAITER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
Tends to neatness and orderliness of equipment and supplies by performing tasks such as filling condiment containers, arranging dishes and silverware in appropriate places for efficiency and sanitation Replenishes serving station with clean utensils, china, glassware, silverware as needed during serving hours Removes soiled items from tables and stations and replaces with clean Carries loaded trays between kitchen and serving area	UNIT II - Fundamentals of Bus Service	An understanding of the principles of bus service and its contribution in the food service business The skills needed in the proper performance of tasks identified in food service
Wipes up any spills of food or liquid as soon as possible	UNIT III - Sanitation and Safety	An understanding of the principles of sanitation and safety as they relate to the food service business

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Places used and soiled items in specified locations to maintain cleanliness and orderliness Knows the location and the use of all fire extinguishers Inspects glassware, silverware, and china for spotlessness and cleanliness		Sanitary and safe techniques in handling food, equipment, and utensils
Dusts furniture, wipes off table tops and chair seats Maintains all surface areas as needed in serving area Sorts, counts, and stores linens, silverware, glassware, china, and utensils at designated places	UNIT IV - Maintenance and Housekeeping	An appreciation of good housekeeping and maintenance practices The ability to perform tasks according to recognized procedures
Sets assigned tables at the beginning of the work day and maintains tables with clean supplies during the serving hours Welcomes customers at table and distributes menu Fills water glasses, procures butter and places it on table and checks to see that all necessary items and equipment are in place	UNIT V - Techniques of Table Service	An understanding of the various types of service possible in the food service industry The ability to set tables in a prescribed manner Attitudes and methods of work which will make the customer feel welcomed and comfortable

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Offers suggestions or information concerning the menu		An understanding of table service techniques
Write orders in a prescribed method for placement in kitchen		The ability to take and place orders, serve food, and clear tables efficiently and courteously
Places orders in kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature		
Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation		
Serves food in proper and prescribed manner according to courses		
Checks the needs of the customers periodically and supplies them with needed items		An understanding of the importance of being aware of the customer's needs and fulfilling them promptly
Clears table from unneeded items as the customer is finished with them		
Itemizes and totals the prices of each order		
Presents check to guests when they have finished eating		

PROPOSED COURSE OUTLINE FOR KITCHEN HELPER BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
Checks to see that electric appliances are free from hazards such as frayed cords and loose connections Checks all appliances to see they are properly locked or have the correct guards in place Lights gas burners, turns on electricity to appliances, or turns on valves to steam equipment needed for preparing foods Knows the location and the use of all fire extinguishers Wipes up any spills of foods or liquids as soon as possible Obtains and replaces from storeroom damaged or broken items or informs supervisor	UNIT III - Sanitation and Safety	An understanding of the principles of sanitation and safety as they relate to the food service business Safe and sanitary techniques in handling food, equipment, and utensils

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Tends to the orderliness and neatness of equipment and appliances by performing such tasks as keeping staple containers filled, arranging the equipment needed for preparation, and maintaining high sanitary conditions Places used and soiled items in specified locations to maintain cleanliness and orderliness Washes dishes, silverware, and glassware using proper methods, materials, and equipment Washes utensils and cooking equipment using the proper methods, materials, and equipment Inspects equipment and supplies for conformity to sanitation laws and plant standards		
Sorts, counts, and stores utensils at designated places Wipes, mops, and scrubs all surface areas in kitchen including table tops, meat blocks, floors, and sides of equipment	UNIT IV - Maintenance and Housekeeping	An appreciation of good housekeeping and maintenance practices The ability to perform duties according to recognized procedures

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Wipes off steam table frames, shelves, glass counters, and serving equipment Sharpens and maintains knives Polishes silverware		
Washes, peels, seeds, and/or chops vegetables and fruits Makes beverages such as coffee and iced tea and places them in serving locations Reads recipes, knows terminology, and follows the directions Measures and weighs foods according to specifications listed in standard recipes Assists cook in preparation of food Schedules work assignments consistent with food production Assembles orders and places them on tray or serving window area Verifies orders by scanning trays to make sure all orders contain the specified portions and meets the qualifications and standards of preparation	UNIT VI - Techniques of Food Preparation	An understanding of food quality and methods of handling The skills necessary to prepare foods properly The ability to perform the simpler tasks of cooking food The ability to follow instructions

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Adds finishing touches to prepared foods for serving		
Uses correct sized bowl and agitator on mixers	UNIT VIII - Commercial Kitchen Equipment	An understanding of the kinds of equipment and their functions
Uses correct speed when mixing foods		The ability to identify, select, safely use, and care for equipment used in commercial food preparation
Locks removable parts in place		
Turns on electrical appliances as needed		
Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators		
Turns on and preheats steam equipment		
Adjusts gas burners on ranges and ovens		
Uses dishwashing equipment		
Uses proper methods in weighing foods		
Practices safe and standard methods at all times to avoid injury and to prolong life of appliance		
Selects proper hand utensils for particular food preparation tasks		
Cares for and stores equipment using recommendations of manufacturer		

PROPOSED COURSE OUTLINE FOR COOK BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
	UNIT I - Orientation to World of Work as Food Service Employee	
Checks to see that electric appliances are free from hazards such as frayed cords and loose connections Checks all appliances to see if they are properly locked or have the correct guards in place Lights gas burners, turns on electricity to appliances, or turns on valves to steam equipment Knows the location and the use of all fire extinguishers Wipes up any spills of foods or liquids as soon as possible Obtains and replaces from storeroom damaged or broken items Performs such tasks as keeping staple containers filled, arranging the equipment needed for preparation and maintaining high sanitary conditions	UNIT III - Sanitation and Safety	An understanding of the principles of sanitation and safety as they relate to the food service business Safe and sanitary techniques in handling food, equipment, and utensils

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Places used and soiled items in specified locations to maintain cleanliness and orderliness Inspects equipment and supplies for conformity to sanitation laws and plant standards		
Maintains and supervises maintenance of orderliness Sharpens and maintains knives Takes inventory of equipment and utensils which are used by the workers in the department	UNIT IV - Maintenance and Housekeeping	An appreciation for good housekeeping and maintenance practices The ability to perform duties according to recognized procedures
Washes, peels, seeds, and/or chops vegetables and fruits Makes beverages such as coffee and iced tea and places them in serving locations Reads recipes, knows terminology, and follows the directions Measures, weighs, and prepares foods according to specifications listed in standard recipes	UNIT VI - Techniques of Food Preparation	An understanding of food quality and methods of handling The skills necessary to prepare foods properly

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Cooks food at correct temperatures		The ability to supervise the preparation of foods
Supervises other employees		
Times work schedules in such a way as to have foods ready to be served by the predetermined time		
Assembles orders and places them on tray or serving window area		
Verifies orders by scanning trays to make sure all orders contain the specified portions and meets the qualifications and standards of preparation		
Judges the standards of quality of a variety of foods by sight, odor, and taste		
Adds finisning touches to prepared foods for serving		
Uses standard procedures for cooking a variety of foods		
Prepares meats and entree foods		
Prepares equally well large portions of food as well as small amounts		

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Plans menus and adapts them according to preference and availability of foods Prepares menu folders and boards Makes estimates of needed foods and supplies Selects and orders food of high quality in most useful and economical form such as frozen, partially prepared, fresh, etc. Purchases food and supplies according to specifications, government standards, size and weight Familiarizes self with the names of suppliers Follows standard procedures for receiving foods and supplies ordered Stores foods, supplies, and equipment	UNIT VII - Planning, Purchasing, and Storing	An understanding of procedures used in planning, selecting, purchasing, receiving, and storing food and supplies in quantity The ability to plan menus, order supplies and foods, and store foods and supplies in quantity
Uses correct sized bowl and agitator on mixers Locks removable parts in place Uses correct speed when mixing foods Turns on electrical appliances as needed	UNIT VIII - Commercial Kitchen Equipment	An understanding of the kinds of equipment and their functions The ability to identify, select, safely use, and care for equipment used in commercial food preparation

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will develop:
Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators		
Turns on and preheats steam equipment		
Adjusts gas burners on ranges and ovens		
Uses proper methods in weighing foods		
Practice safe and standard methods at all times to avoid injury and to retain life of appliance		
Selects proper hand utensils for particualr food preparation tasks		
Cares for and stores equipment using recommendations of manufacturer		

COURSE UNITS RECOMMENDED FOR TRAINING PROGRAMS FOR FOOD SERVICE EMPLOYEES

(included in respective course outlines)

UNITS	BUSBOY	WAITER	KITCHEN HELPER	COOK
I - Orientation to World of Work As Food Service Employee	X	X	X	X
II - Fundamentals of Bus Service	X	X		
III- Sanitation and Safety	X	X	X	X
IV - Maintenance and Housekeeping	X	X	X	X
V - Techniques of Table Service	X	X		
VI - Techniques of Food Preparation			X	X
VII - Planning, Purchasing, and Storing				X
VIII - Commercial Kitchen Equipment			X	X

COURSE UNIT II

Fundamentals of Bus Service

OBJECTIVES: Develop an understanding of the principles of bus service and its function in the food service business

Develop the skills needed in the proper performance of the tasks identified in bus service

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Replenishes serving station with clean utensils, china, linens, ice, and condiments during serving hours	Handle china and glassware, silverware and utensils, ice and condiments in a safe, efficient, and orderly manner	Necessity of using prescribed procedures in the handling of various items needed in the serving of food
Tends to the neatness and orderliness of equipment and supplies by performing such tasks as filling condiment containers, arranging dishes and silverware in appropriate places for efficient and sanitary use	Organize supplies and materials for efficient sanitary use	Principles of organization and arrangement of supplies as factors in efficiency and work simplification
Removes soiled items from tables and stations and replaces with clean	Remove items from tables and serving stations efficiently and quietly	Importance of quiet and efficient methods in the performance of the tasks
Carries loaded trays between kitchen and serving area	Load and carry trays properly (carts)	Proper methods of loading and carrying trays which increases efficiency (carts)

COURSE UNIT III

Sanitation and Safety

OBJECTIVES: Develop an understanding of the principles of sanitation and safety as they relate to the food service business

Develop sanitary and safe techniques in handling food, equipment, and utensils

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Checks to see that electric appliances are free from hazards such as frayed cords and loose connections (B-K-C)	Develop safe techniques in the operation and use of appliances and equipment	Importance of safety Necessity of using prescribed methods and procedures in the handling of equipment and materials
Checks all appliances to see if they are properly locked or have the correct guards in place (K-C)	Be alert to hazardous situations Practice safe and correct techniques to avoid injury and waste	Hazards associated with electricity, gas and steam
Lights gas burners, turns on electricity to appliances, and turns on valves to steam equipment (K-C)		

* Key: Employee frequently performing task identified by:
B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

TASKS	ABILITY TO:	UNDERSTANDING OF:
Knows the location and the use of all fire extinguishers (B-W-K-C)	Practice set procedures to prevent and control hazardous fire conditions	
Wipes up any spills of food or liquid as soon as possible (B-W-K-C)	Use techniques and procedures in the prevention and control of fire and accidents	Hazards associated in the food service business
Obtains and replaces from storeroom damaged or broken items of equipment or informs supervisor of damaged appliances or hazardous conditions (B-W-K-C)	Select and maintain all equipment in the best condition possible	Importance of knowing the specific use and proper care of each appliance and piece of equipment
Performs such tasks as keeping staple containers clean and closed, arranging equipment and utensils used in food preparation in an orderly and sanitary way, and putting unused items away (K)	Maintain sanitary and safe conditions	Relationship of systematic methods and maintenance of work areas to safe and sanitary conditions
Places used and soiled items in specified locations to maintain cleanliness and orderliness (B-W-K-C)		

UNIT III (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Handle equipment, utensils, and table settings in ways to prevent contamination (B-W-K-C)		
Washes the dishes, glassware and silverware (K)	Wash dishes and utensils using efficient and sanitary techniques and correct materials and equipment	Importance of dishwashing as a vital factor in the food service business
Washes utensils and cooking equipment (K)		How diseases may be spread to customers through food and drink, contaminated utensils and equipment, or careless handling of food and utensils
Inspects glassware, silverware, and china for cleanliness and spotlessness (B-W)		
Inspects equipment and supplies for conformity to sanitation laws and plant standards (B-W-K-C)		Federal and state sanitation and safety requirements of the food service business

COURSE UNIT IV

Maintenance and Housekeeping

OBJECTIVES: Develop an appreciation of good housekeeping and maintenance practices

Develop the ability to perform tasks according to recognized procedures

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Sorts, counts, and stores utensils at designated places (B-K)	Care for and correctly store the supplies, materials, and equipment needed in the food service business	Proper methods of storage and handling of supplies to reduce waste and damage
Maintains all surface areas as needed in serving areas (B-W)	Perform efficiently, healthfully, and adequately the housekeeping tasks associated with the food service business	Responsibilities of each person in the care and operation of equipment and supplies
Dusts furniture, wipes off table tops and chair seats (B-W)	Select the correct tools, utensils and materials to perform the tasks	Importance of good housekeeping in relation to the food service business
Wipes, mops, and scrubs all surface areas in the kitchen including table tops, meat blocks, floors and sides of equipment (K)		Using methods of work simplification as an essential factor of health, productivity, sanitation, and safety

* Key: Employee frequently performing task identified by:
B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Wipes off steam table frames, shelves, glass counters, and serving equipment (K)		That all surfaces must be treated to maintain sanitary and attractive conditions
Mops or vacuums floors (d-K)	Care for the kinds of floor finishes usually found in a food service business	Kinds of floor finishes and their care Materials and techniques used in maintaining floor finishes
Sharpens and maintains knives (K-C)	Sharpen and care for cutlery	
Helps arrange tables for special parties (B)	Arrange furniture for efficiency and attractiveness	
Washes, cleans, or polishes assigned furniture daily (B)	Care for the various kinds of furniture finishes usually found in a food service business	Kinds of furniture finishes and their care Materials and techniques used in maintaining furniture

COURSE UNIT V

Table Service Techniques

OBJECTIVES: Develop an understanding of the various types of service possible in the food service industry

Develop the ability to set tables in a prescribed manner

Develop an understanding of table service techniques

Develop the ability to take orders, serve food, and clear tables efficiently and courteously

Develop an understanding of the importance of being aware of the customers' needs and fulfilling them promptly

Develop attitudes and methods of work which will make the customer feel welcomed and comfortable

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Sets assigned tables at the beginning of the work day and maintains tables during serving hours (B-W)	Set tables in a prescribed manner	Types of service possible Methods of setting tables

* Key: Employee frequently performing task
identified by: B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

TASKS	ABILITY TO:	UNDERSTANDING OF:
Welcomes customers at table and distributes menu (W)	Welcome, distribute menus. and attend to the needs of the customers graciously	Importance of attitudes in serving customers
Fills water glasses, procures butter and places it on table and checks to see that all necessary items and equipment are in place (B-W)		
Offers suggestions or information concerning menu (W)		
Writes orders in prescribed method for placement in kitchen (W)	Write orders in a prescribed manner	Importance of using prescribed methods of writing orders
Places orders in kitchen in such a way that all foods at one table will be served at the same time and at the proper temperature (W)	Place orders in kitchen for proper and efficient service	Methods of writing and placing orders properly
Serves food in proper and prescribed manner according to courses (W)	Serve food properly according to type service and course	Procedures used in the serving of food

TASKS	ABILITY TO:	UNDERSTANDING OF:
Checks the needs of the customers periodically and supplies them with needed items (W-B)		Importance of using proper procedures as a contributing factor in the success of a food service business
Clears table from unneeded items as the customer is finished with them (W-B)	Remove food and dishes from table in a prescribed manner	Procedures used in the removal of food and dishes from the table
Itemizes and totals the prices of each order (W)	Total checks accurately and quickly	Importance of keeping checks in order and legible for easy interpretation and accounting
Presents check to guests when they have finished eating (W)	Present checks to customers pleasantly	
Receives payment from the customers and takes it to the cashier (W)		Importance of leaving a good impression with the customer
Returns any change due customers and graciously bids them goodbye (W)		

COURSE UNIT VI

Techniques of Food Preparation

OBJECTIVES: Develop an understanding of food quality and methods of handling

Develop skills necessary to prepare foods properly and for specific times

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Washes, peels, seeds and chops vegetables and fruits (K-C)	Prepare fresh produce efficiently and quickly without reducing nutrition, texture, color and appearance	Kinds of fruits and vegetables and how to handle them properly
Makes beverages such as coffee and tea and places them in serving locations (K-C)	Prepare beverages of consistently high quality	Importance of following standard procedures in preparing beverages
Reads recipes, knows terminology, and follows directions (K-C)	Follow accurately standard recipes	Terminology and abbreviations used in recipes
Measures and weighs foods according to specifications listed in standard recipes (K-C)	Use standard weights and measures and equipment in preparing foods	Essential use of standard weights and measurements in preparing foods of consistent quality and specified number of portions

* Key: Employee frequently performing task
identified by:
B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Cooks food at correct temperature (K-C)	Prepare food **using** correct temperatures for optimum quality	Importance of the use of correct temperatures for preparing foods
Follows standard procedures for cooking a variety of foods (C)	Prepare foods following standardized procedures and recipes	Various processes of food preparation
Prepares meats and entree foods (C)		
Prepares equally well large portions of foods as well as small amounts (C)		
Times **work** schedule in such a way as to have foods ready to be served by the predetermined time (C)	Schedule work to have foods ready to serve at predetermined times	Timing in preparing foods to retain optimum quality
Assembles orders and places them on tray or serving window area **(K-C)**	Arrange food orders accurately and attractively on plate	Accurate proportions and attractive food arrangements
Verifies orders by scanning trays to make sure that all orders contain the specified portions and meets the qualifications and standards of preparation (K-C)	Check food orders quickly for accuracy and quality	Serving foods of high quality according to specific items and amounts

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Judges the standards of quality of a variety of foods by sight, odor, and taste (C)	Judge a variety of foods by sight,odor, and taste	Quality standards of raw and prepared foods

COURSE UNIT VII

Planning, Purchasing, and Storing *

OBJECTIVES. Develop an understanding of procedures used in planning, selecting, purchasing, receiving and storing food and supplies in quantity

Develop an ability to plan menus, order supplies and foods, and arrange for their delivery and storage

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Plans menus and adapts them according to preference and availability of foods	Plan menus or adapt them	Planning and adapting menus
Prepares menu folders and boards	Use prescribed terminology and forms in preparing menu boards and folders	
Makes estimates of needed foods and supplies	Estimate amounts of foods and supplies accurately	Planning inventories accurately in order to have adequate supplies without waste
Selects and orders foods of high quality in most useful and economical form such as frozen, partially prepared, or fresh	Select and order foods and supplies of high quality and appropriate usefulness	Factors which affect the selection of foods and supplies Importance of set policies and practices for efficient and economical purchasing

* This unit has not been keyed since the personnel who performs these tasks varies from one food service to another.

UNIT VII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Purchases foods and supplies according to specifications, government standards, size, and weights	Make purchases of appropriate quality and size	Sizes, forms, and weights by which foods and supplies may be purchased Government regulations related to food service
Familiarizes self with the names of suppliers	Purchase foods and supplies from reputable and dependable sources	Importance of knowing supply sources for consistency and dependability
Follows standard procedures for receiving foods and supplies ordered	Check in foods and supplies ordered in an efficient and orderly manner	Principles of receiving and storing foods, supplies and equipment
Stores foods in appropriate facilities and at proper temperatures to preserve quality and nutritive value	Store foods in appropriate facilities and at proper temperatures Care for storage facilities	Adequate facilities for storage of food

COURSE UNIT VIII

Commercial Kitchen Equipment

OBJECTIVES: Develop an understanding of the kinds of equipment and their function

Develop an ability to identify, select, safely use, and care for equipment used in commercial food preparation

TASKS *	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Uses correct sized bowl and agitator on mixer (C)	Use mixing equipment correctly	Following manufacturer's recommendations to preserve life of appliance, maintain safety, and achieve optimum results
Locks removable parts in place (C)		
Uses correct speeds when mixing foods (C)		Factors related to the use of electrical appliances
Turns on electrical appliances as needed (C-K)		
Adjusts temperature gauges on ranges, ovens, steam equipment, and/or refrigerators (C-K)	Set temperature gauges correctly	Importance of using correct temperatures in preparing or holding foods

* Key: Employee frequently performing task identified by:
B - Busboy
W - Waiter
K - Kitchen Helper
C - Cook

UNIT VIII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Turns on and preheats steam equipment (C-K)	Use steam equipment safely	Factors related to the use of steam appliances
Adjusts gas burners on ranges, ovens, fryers, etc. (C-K)	Make adjustments on gas appliances	Factors related to the use of gas appliances
Uses dishwashing equipment (K)	Wash dishes using recommended methods and detergents	Essential techniques in performing dishwashing tasks
Uses proper methods in weighing foods (C-K)	Use scales and balances correctly	Functions of scales and balances and their use and care
Selects proper hand utensils for particular food preparation tasks (C-K)	Select and use appropriate utensils for food preparation	Importance of using correct utensils for efficiency

JOB ANALYSES* AT THREE COMPETENCY LEVELS IN FIELD OF FOOD SERVICE

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL**
Maintains work areas by washing, sweeping, mopping, or vacuuming	Excells in table service	Keeps financial and work records
Washes dishes, utensils, and equipment	Plans or adapts menus	Selects and orders food, supplies and equipment
Assists cook with food preparation and cooking	Prepares a variety of foods	Checks and maintains inventories
Prepares fresh produce	Schedules work to produce foods at predetermined times	Supervises other employees
Assembles orders for serving	Cooks or holds foods at proper temperatures	Coordinates production and service
Carries food and supplies between kitchen and serving area	Practices safe and sanitary methods in food preparation	Employs and trains employees
Maintains service station with clean supplies	Judges food quality by sight, odor, and taste	
Removes table settings and linens from tables	Understands the importance of the visual appeal and appropriate combinations of foods	
Sets tables appropriately	Uses standard weights and measures	
Welcomes customers to table and distributes menus	Understands and follows standardized recipes	
Takes and places food orders in kitchen	Uses commercial kitchen equipment efficiently and safely	
Serves food to customers		
Itemizes and totals food checks		
Presents check to customers		

RECOMMENDED TITLES FOR WORKER AT EACH COMPETENCY LEVEL

SEMI-SKILLED OR ENTRY LEVEL	SKILLED LEVEL	ADVANCED LEVEL**
Busboy	Waiter (much experience in club or elite restaurant)	Head Cook
Waiter		Supervisor
Kitchen Helper	Cook	Assistant Manager

* Since food services within a community vary, a job analysis is recommended to provide a basis for planning a local program.

** Advanced level is not comparable to technical or managerial levels; more years of experience and training are required.

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